



## Scissett Middle School

### Vision

To ensure that Scissett Middle School provides an outstanding education  
For all its pupils and prepares them for life in the 21<sup>st</sup> century

### Mission

We will create an inclusive culture of learning where all children will be challenged in their thinking, strive for continuous improvement and be motivated to become lifelong learners. We will empower our children to become respected citizens and enable them to make valuable contributions locally, nationally and globally.

**Partnership Excellence Innovation**

**Equality and Diversity Policy**

Signed: \_\_\_\_\_  
Headteacher

\_\_\_\_\_  
Chair of Governors

Agreed: September 2016

# **Disability, Equality and Diversity Policy**

## **Incorporating gender equality, race equality, disability equality and actions to support and promote community cohesion.**

### **School's Aims and Values**

This policy sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment.

At Scissett Middle School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. Our admissions policy does not discriminate against disabled pupils.

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do.

### **School Context**

Scissett Middle School is a middle school with pupils aged 10-13 years. Children are at our school for three years. We aim to provide them with a secure, safe and happy working environment in which they can flourish academically & socially. We expect all children to work hard, behave well and achieve high standards in relation to their abilities.

## Equality Legislation

This equality and diversity scheme enables Scissett School to meet our statutory obligations under the equality duties outlined below and includes a set of specific measurable targets for each area of legislation. The key pieces of equality legislation are:

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on us when carrying out our functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women.

The Disability Discrimination Act 2005 states that we should in carrying out our functions have due regard to the need to:

- eliminate unlawful disability discrimination
- eliminate disability related harassment
- promote equality of opportunity between disabled people and others
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than others

The Race Relations Amendment Act 2000 states that we should in carrying out our functions, have due regard to the need

- to eliminate unlawful racial discrimination; and
- to promote equality of opportunity and good relations between persons of different racial groups'

Duty to Promote Community Cohesion. The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on OFSTED to report on the contributions made in this area. The duty on schools came into from September 2007.

## Roles and Responsibilities

This equality and diversity policy links to other specific policies and action plans that the school produces including the School Improvement Plan.

This equality and diversity policy outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.**

Introduction to this equality and diversity policy will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this scheme in the same way as child protection, health and safety and behaviour policies form part of the induction process.

- **Heads and Leadership Team**

Will demonstrate through their personal leadership the importance of the policy. Mrs Greenough, (Headteacher), and Miss Peace (SENCo) will ensure that all staff are aware of the scheme and understand their role and responsibilities in relation to it. The Head Teacher will assess and monitor the impact of the scheme and will report

outcomes to the Governing Body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Head Teacher will ensure that the additional resources are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.

- **Governors**

The Governing Body has agreed this policy and will assess and monitor the impact of the scheme annually. One member of the Governing body will have a specific responsibility for monitoring this policy, acting as the designated governor for equality and diversity. **Dr. S Brown** is the named Disability & Equalities Governor

- **All Staff**

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented. Teachers will identify differentiation in their lesson planning, teaching and learning strategies as well as resources

- **Pupils**

Pupils will be made aware of how the equality and diversity policy applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults. This will be promoted through daily Collective Acts of Worship/ Reflection time, Assemblies, Citizenship lessons and in class

- **Parents/Carers**

Parents and Carers will be encouraged to participate fully in implementing the equality and diversity policy within the school – particularly by reinforcing its ethos at home. Parents/Carers will be invited to comment on the scheme and will be regularly updated on progress.

## **Training**

All staff and governors will receive training on the scheme and their responsibilities. All new staff and governors will have the scheme explained to them as part of induction arrangements. Following revision of the scheme, changes will be communicated to all staff and “refresher” training will be arranged as necessary.

## **Breach of the Policy**

We will ensure that all governors, staff, pupils and parents are fully aware of the content of the policy and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the scheme. All persons covered by scheme will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the policy – in the first instance to the Head Teacher and or member of the Senior Leadership Team. It will be for the Head Teacher in consultation with other relevant staff, to decide on appropriate response to any breach of the scheme, depending on circumstances and seriousness. This may include amongst other actions:

- Formal or informal warnings (under the School’s Behaviour policy)
- Involvement of Governors
- Fixed term or permanent exclusion

## **Monitoring, Assessing and Reviewing the Policy**

Scissett Middle School will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils.

To monitor our pupils attainment we collect information about pupils' performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupil's attainment such as:

- Exclusion
- Harassment and bullying
- Curriculum teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils.
- Punishment and reward
- Membership of the governing body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular it will help us to:

- Highlight any difference between pupils
- Ask why these differences exist and test explanations given
- Review the effectiveness of current targets and objectives
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action)
- Rethink and set targets in relevant strategic plans
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

## **Gender Equality in School**

At Scissett Middle School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of gender. The achievement of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching.

We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At Scissett middle School, believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Harassment in School**

At Scissett Middle School we provide an environment where it is clear that harassment is unacceptable, this includes incidents where physical, verbal or non-verbal conduct electronic communication which is offensive or threatening to another and which is unreciprocated and unwanted.

Many very minor incidents of harassment can be dealt with effectively in an informal way within school through discussion with the person that their conduct is not welcome, and that it interferes with the inclusive ethos of the school.

For more serious incidents of harassment, the following procedures will be followed:

Harassment by;

**Governors / School Staff:** Scissett Middle School School's Disciplinary Procedures.

**Children:** Scissett Middle School's behaviour, bullying and anti-racist policies.

**Parents / Carers:** a) a warning letter or b) a banning letter (banning the person from the school premises for a fixed term or permanent ban depending on the severity of the incident) c) police involvement d) injunction to enforce a ban.

All incidents of harassment by children will be recorded as such in the Behaviour, Bullying and Anti-racist logs

All incidents of harassment by adults will be recorded on the School's Record of Physical/ Verbal Abuse and will be reported to the Governing Body.

## **Racism in School**

Scissett Middle School believes every individual, irrespective of their colour, culture, ethnic origin or any other difference has a unique and valuable contribution to make to our school community. Our aim is to enable all students to reach their full potential within a supportive learning environment:

The school opposes racism and discrimination and works to combat such attitudes.

The school encourages all those involved with the school to have a positive self-image and to treat others with fairness and respect.

The school will promote these beliefs through the way our school is staffed, the lessons and the subjects we teach, the learning support we provide, our relationships with parents, employers, community groups and through all other activities.

## **Recruitment and Retention of Disabled Staff**

The Disability Discrimination Act makes it a requirement to make reasonable adjustment to the recruitment process if an applicant makes the school aware that they have a disability. This applies to the entire recruitment process, from advertisement to appointment. (Refer to Recruitment Policy). Scissett Middle School is committed to retaining and supporting its employees. Active steps would be taken to allow a member of staff who became disabled to continue being employed wherever possible.

## **Community Cohesion**

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils' parents and staff within our school. We encourage our pupils to actively engage with others to understand what they all hold in common.

Our activity to promote community cohesion can be grouped under the following areas:

- Teaching, learning and curriculum
- Equity and excellence
- Engagement and extended services.

Specific examples of the activity we implement to promote community cohesion include:

- Working closely alongside local feeder schools – projects and transition
- Working with the local community on projects e.g. stone carving , community garden, raising monies for local & international charities,
- Use of the MUGA (Multi Use Games Area)
- Extended School activities

### Teaching, learning and curriculum

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds pupils' understanding of the diversity that surrounds them
- a programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English.

### Equity and excellence:

- a focus on securing high standards of attainment for all pupils from all ethnic backgrounds and of different socio-economic status
- effective approaches in place to deal with incidents of prejudice, bullying and harassment
- admission arrangements that promote community cohesion and social equity.

### Engagement and extended services:

At Scissett Middle School we actively encourage school to school partnerships & transition to share good practice and offer pupils the opportunity to meet and learn from other young people from different backgrounds. Example of this is our links with Westborough High School, Dewsbury and local feeder schools. Links are built into existing schemes of work and grounded in the curriculum with pupils working together on a joint project or activities hared use of facilities to provide a means for pupils to interact.

### School to parents and the community:

- working with community representatives, for example through mentoring schemes, community representatives e.g. local artists, poets local OAP's to work in the community garden into school to work with pupils
- strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals
- engagement with parents through 'friends social evenings, parents evenings,
- courses /provision of extended services and community use of facilities for activities that take place out of school hours, including communications technology,

### **Assessing the impact of policies**

We will use Kirklees Council's Equality Impact Assessment process to monitor the impact of new or significantly amended policies on all our pupils, parents and members of staff. The results of Equality Impact Assessments will be submitted to Governors and will be available to parents and pupils on request.

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies. The main question for assessing the impact of all our school's policies -giving special attention to pupils' attainment levels-will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Does each relevant policy include aims to deal with pupil attainment differences between pupils? Do our policy aims lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aims lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision making

### **Making the Disability Equality Policy Available**

At Scissett Middle School we will make this scheme widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

- Formally adopting the scheme at a Governing body meeting and recording this in minutes.
- Placing the policy on the school intranet for all staff to access
- Discussing the scheme with pupils and making sure they know what it means
- Making copies available to parents either electronically or hard copies
- Having the policy prominently on display at key locations in the school (notice board, staff room, etc.)
- Producing the policy in alternative formats on request.

## Disability Equality Action Plan.

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
To gather and monitor data on disabled pupils and their attainment on entry and exit from school	To make full and effective use of 'p-scale'/ teacher assessment/FFT/ RAISE on line to evaluate pupil attainment. Identify actions that can be implemented to improve the attainment levels of disabled pupils.	To make full and effective use of 'p-scale'/ teacher assessment /FFT/RAISE on line to evaluate pupil attainment.  Publish data on disabled pupil attainment levels as part of three year review of Disability Equality Scheme and report against actions set in 2013/14	To make full and effective use of 'p-scale'/ FFT/ teacher assessment /RAISE on line assessment to evaluate pupil attainment.	SENCO/DEPUTY HEADTEACHER/ ASSISTANT HEADTEACHER  HEADTEACHER
Undertake an audit of all existing staff inviting any staff who consider that they have become disabled to submit a self-classification form.	Ensure all staff are identified and the risk is assessed	On- going monitoring	On-going monitoring	HEADTEACHER
Encourage all appointees (who have not done so at the recruitment stage) to indicate at induction whether or not they consider themselves to be disabled.	To add section to induction programme	On-going monitoring	On-going monitoring	HEADTEACHER/ CHAIR OF GOVERNORS
Continue to monitor the reasons for rejection of disabled applicants.	To create monitoring system	On- going monitoring	On-going monitoring	HEADTEACHER/ CHAIR OF GOVERNORS
Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities.	100% compliance	100% compliance	100% compliance	HEADTEACHER/ CHAIR OF GOVERNORS/ SELECTION PANEL
Ensure that at least once a year disabled employees are offered the opportunity of a meeting with the Headteacher to discuss needs for adjustments and their development.	Ensure there are up to date risk assessments	On- going monitoring	On-going monitoring	HEADTEACHER/SLT
Make every effort when employees become disabled, to make sure they stay in employment.	To identify areas of need through P.M & make reasonable adjustments	On- going monitoring	On- going monitoring	HEADTEACHER/ SLT

Take action to ensure that all staff develop the appropriate level of disability awareness	INSET training – all staff	Monitor training plan	Monitor training plan	HEADTEACHER/ SENCO
Ensure that disabled pupils are supported to achieve through the provision of support (mentors/ teaching assistants) and appropriate resources	To make full use of Additional needs handbook /IEPs /Care Plans. To revise termly	To monitor & make amends where necessary	To monitor & make amends where necessary  Evacuation Plans	HEADTEACHER/ SENCO/SLT
Ensure that disabled pupils can access the facilities and support they require	To audit facilities & amend as appropriate	On- going monitoring	On- going monitoring	HEADTEACHER/ SENCO/ SITE MANAGER
Ensure that disabled children know how to be healthy	To involve pupils in Healthy Eating Initiative /school council	On- going monitoring	On- going monitoring	HEADTEACHER/ SENCO/PSHCE LEAD  SCHOOL COUNCIL & NAMED DISABLED PUPILS
Ensure that disabled children are not victims of bullying or harassment	Record and report with racial incidents reporting incidents of disabled harassment	Record and report racial incidents. Reporting of incidents of disabled harassment	Record and report racial incidents. Report incidents of disabled harassment	HEADTACHER/ SENCO/PASTORAL LEAD/SLT All staff
Ensure that disabled children are not victims of bullying or harassment - cont	Review harassment/bullying policy to make explicit reference to harassment on the grounds of disability and a policy of zero tolerance regarding disability discrimination.	Record and report racial incidents. Reporting of incidents of disable harassment	Record and report racial incidents. Report incidents of disabled harassment	HEADTACHER/ SENCO/PASTORAL LEAD/SLT ALL STAFF
Ensure that positive attitudes towards disabled people are promoted.	To promote in assemblies PHSCE & through school ethos & vision	Review and update	Review and update	HEADTEACHER/ SENCO/SLT/SUBJECT LEADERS/ALL STAFF
Ensure that disabled pupils' voices are heard.	To involve pupils in school council To ensure disable pupils are involved in pupil	To involve pupils in school council To ensure disable pupils are involved in pupil	To involve pupils in school council To ensure disable pupils are involved in pupil	HEADTEACHER/SLT SCHOOL COUNCIL

	consultation meetings	consultation meetings	consultation meetings	
Ensure that parents of disabled children are supported to access information about their child's progress at school	To continue to comply with the COP IEP's pupil Progress monitoring, parents evenings	On-going monitoring	On-going monitoring	HEADTEACHER/SLT CLASS TEACHERS
Ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate in school bodies.	Undertake an audit of all existing governors inviting any governors who consider that they have become disabled to submit a self-classification form.	On –going monitoring	On –going monitoring	CHAIR OF GOVERNORS/ HEADTEACHER
Ensure that disabled pupils can participate in extra curricular activities	To continue to strengthen the schools inclusive policy for all children to participate in extra-curricular activities	On –going monitoring	On –going monitoring	HEADTEACHER/ SENCO/ALL STAFF
Ensure that disabled pupils can participate in school trips and visits.	To continue to have an all inclusive policy for all children to participate in school trips and visits	On –going monitoring	On –going monitoring	HEADTEACHER/ SENCO/ALL STAFF
Monitor and improve the accessibility of the school site to all users.	Complete an accessibility review (eg: to include the use of signage, navigability, parking provision, ramps and hand rails, quiet visitors' areas, entrances and exits, disabled lift) and implement and changes / improvements deemed necessary). Look at cost of purchasing resources to increase accessibility for site users).	On –going monitoring	On –going monitoring	HEADTEACHER/SITE MANAGER/H&S GOVERNOR

### Gender Equality Action Plan.

Action	2016/17 Target	2017/18 Target	2018/19 Target	Person responsible
To reduce the attainment gap between boys and girls.	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	HEADTEACHER/ DEPUTY HEADTEACHER/ SUBJECT LEADERS
To ensure that the profile of school staff reflects that of the wider community.				HEADTEACHER/ SLT
Ensure that all children know how to be healthy	All pupils are aware on the Healthy Eating Initiative through Assemblies PHSCE F&T Healthy eating Award Mark (Gold) To review eating patterns of pupils	To monitor & review eating patterns of pupils	To monitor & review eating patterns of pupils	HEADTEACHER/ SLT/PSHCE LEAD  KITCHEN STAFF
Ensure that children are not victims of bullying or harassment	Engage in Barnardos' Positive Identity Programme to promote awareness in PHSE	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual update against Gender Equality Action Plan to Governors	HEADTEACHER/ SLT/PASTORAL LEAD ALL STAFF
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	Ensure learning resources promote gender equality.	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/PSHCE LEAD
Ensure that all pupils' voices are heard.	To build upon existing channels of consultation school council random questionnaire's	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/PSHCE LEAD
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	To make full use of existing reporting systems & evaluate outcomes. To make necessary adjustments if required for	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT

	parents to access information			
Ensure that the governing body of the school reflects that of the wider community	To meet statutory duties for election to the governing body through Equal Opportunities & DDA	On –going monitoring	On –going monitoring	HEADTEACHER/ CHAIR OF GOVERNORS
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	To continue to strengthen the schools inclusive policy for all children to participate in extra curricular activities To implement monitoring systems	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/ HOY/ SUBJECT LEADERS
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	To continue to strengthen the schools inclusive policy for all children to participate in school trips and activities	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/ HOY/ SUBJECT LEADERS