



Kilgarth  
School  
Wirral



# **POLICY DOCUMENT EQUALITY AND DIVERSITY 2016-2020**

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Policies/Equality and Diversity approved: 07/12/16 by Full Governors  
Review policy annually to ensure compliance with aims of Public Sector Equality Duty (2.2a)  
Review objectives every 4 years to measure impact and set new objectives (2.2b)  
Reviewed 25/06/2018 by Policy Committee.

## 1. Wirral Council's Vision

Wirral should be a place where the vulnerable are safe and protected, where employers want to invest and local businesses thrive, and where good health and an excellent quality of life is within reach of everyone who lives here.

## 2. Legislative context

The Equality Act (2010) is the principal equality legislation and refers to “protected characteristics” which covers:

- Age
- Disability
- Gender reassignment
- Maternity and pregnancy
- Marriage and civil partnership
- Race, ethnic or national origin, colour or nationality
- Religious or other philosophical beliefs (and people without such beliefs)
- Gender
- Sexual Orientation

**2.1** The Equality Act states that public authorities and schools must give ‘due regard’ for the following, which are sometimes referred to as the **three aims** of the general public sector equality duty which are:

- eliminate unlawful discrimination whether direct or indirect.
- advance equality of opportunity between people who share a protected characteristic and those who don't
- foster or encourage good relations between people who share a protected characteristic and those who don't.

Giving ‘due regard’ means that schools must consciously think about the aims of the Equality Duty as part of any decision making, review of policies and the delivery of services.

### 2.2 Specific duties for schools

School governing bodies are now required to comply with **two specific duties**:

- a. publish information demonstrating how we are meeting the aims of the general public sector equality duty.
- b. Prepare and publish specific and measurable equality objectives at least every four years

## 3. School Context - please see Appendix B for Gilbrook and Appendix C for Kilgarth

#### 4. Aim and Principles (Equality and Diversity)

4.1 Equality of opportunity is paramount and provides equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff, parents, carers and Governors.

4.2 We take positive action to prevent all forms of bullying and harassment, working within its existing school policies and procedures. The school openly encourages diversity and actively promotes good personal and community relations.

4.3 Diversity is recognised as having a positive role to play within school and is based on the following principles in line with the school's vision:

- to create a caring environment where pupils can be encouraged to overcome their difficulties.
- to ensure that all pupils and staff, including those with protected characteristics, are able to achieve their full potential
- to provide a climate that encourages learning.
- to prepare pupils to be contributing members of society.
- to provide a broad and balanced curriculum
- to promote the spiritual, moral, social and cultural development of pupils.
- to prepare pupils for the world of work and further education.
- to ensure there is no discrimination in the school or the wider community on the grounds of all protected groups under the Equality Act 2010.
- to give due regard to all considerations relating to access.

4.4 These principles are designed to ensure that the school meets the needs of everyone, taking into account the protected characteristics. We strive to achieve equality of opportunity by removing direct and indirect discrimination wherever it may exist.

#### 5. Policy Management and responsibilities

<b>Governing Body</b>	<ul style="list-style-type: none"><li>• Ensure that the school complies with legislation</li><li>• ensure that the school publishes information and produces policies which demonstrate how it is meeting the aims of the general public sector equality duty.</li><li>• draw up and publish equality objectives</li></ul>
<b>Headteacher</b>	<ul style="list-style-type: none"><li>• give due regard for the aims of the public sector equality duty.</li><li>• ensure all staff are aware of the school's equality objectives</li><li>• ensure all staff are aware of their responsibilities and are given appropriate training and support</li><li>• take appropriate action in any cases of discrimination, victimisation and harassment</li></ul>

	deal with reported incidents of all Hate Crime
<b>All Staff</b>	<ul style="list-style-type: none"> <li>• advance equality of opportunity and good relations objectively</li> <li>• deal with all Hate related incidents appropriately and challenge bias and stereotyping</li> </ul>
<b>Visitors &amp; Contractors</b>	<ul style="list-style-type: none"> <li>• be aware of, and comply with, the school's Principles under point 4 of this Equality and Diversity Policy</li> </ul>

**6. Publishing of Information – see Appendix B for Gilbrook and Appendix C for Kilgarth**

Additional Information is also available within the School Information section of the school website.

**7. Equality Objectives – see Appendix B for Gilbrook and Appendix C for Kilgarth**



## 8. TEMPLATE FOR EQUALITY IMPACT ASSESSMENT FORM

(to be used before and after embarking on strategic changes and/or amending policies)

### 1. Type of change/policy being introduced:

### 2. Purpose

What is the change/policy intended to achieve? (please give a brief description of the purpose of this change in procedure/ policy)

Who will be affected by the implementation of this change/policy? e.g. pupils, staff, public generally, specific section of the public)

### 3. Impact on students, staff, parents and other stakeholders

How will those with protected characteristics be affected by this change/policy?

What are the consequences of the change/policy for the particular groups?

### 4. Consultation

What consultation has taken place? (Have people with protected characteristics been consulted?)

### 5. Monitoring and review

How will the change/policy be monitored and evaluated and what has been learned to help ensure that everyone's needs has been taken into account?

Completed By:..... Date: .....

### 3. Context

- Gilbrook School provides for 55 pupils, boys and girls between Year 1 and 6 who have Education, Health and Care plans for Social, Emotional and Mental Health Needs.
- Many pupils have additional and complex needs such as ADHD, ASC, MLD, Dyspraxia, Attachment Difficulties and Mental Health Difficulties. A number have also suffered significant trauma, usually in their formative years, which has a profound effect on their development.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are supported through the pupil premium is above average.
- The school also provides places for pupils excluded from mainstream school from day 6 of their exclusion or if they have an EHCP, are in CP or are CLA from day 1.
- The staff cohort includes men and women.
- The staff age range is 31 to 61
- All our pupils are taught in small groups of between 7 and 10 pupils per class.
- The ratio of staff to pupils is usually 3 staff per class but can vary due to a number of factors including:
  - demands of the activity
  - location
  - 1-1 support
  - information regarding a particular pupil
  - Information about a particular staff member
  - dynamics of the group at the time

### 6. Publishing of information

Information is obtained from the school census and published by Gov.uk:

[Gilbrook Pupil Population Data published by Gov.uk](#)

### 7. Equality Objectives

7.1 The following Equality objectives were agreed by the SLT on 07/12/16 and progress against objectives will be reviewed in December 2020 when new objectives will be set.

Protected Characteristic	Objective	How will the objective be measured
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity	PSHE lessons
All	Ensure that displays in classrooms promote diversity in terms of race, gender and ethnicity.	Visual

All/Race/Sexuality	Reduce prejudice-related bullying and the use of derogatory language.	Record incidents. – staff training on how to handle
All	Actively consider equality duties when making key decisions	Use Equality Impact Assessment form (for strategic decisions); SMT minutes of meetings
Gender	Encourage non-stereotyped career options	Leavers' information
<i>Race</i>	Multicultural centre days out	Feedback from pupils and staff

### 3. Context

- Kilgarth School provides for 52 pupils, all boys, between 11 and 16 years who have education care plans or statements of special educational needs because of their behavioural, emotional and social difficulties.
- Many pupils have additional and complex needs such as attention hyperactivity disorder, autistic spectrum disorders, moderate learning difficulties, and medical or health-related needs.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are supported through the pupil premium is above average.
- Staff include men and women.
- The staff age range is wide.
- All our pupils are taught in small groups.
- The ratio of staff to pupils can vary due to a number of factors including:
  - demands of the activity
  - location
  - 1-1 support
  - information regarding a particular pupil
  - Information about a particular staff member
  - dynamics of the group at the time

### 6. Publishing of information

Information is obtained from the school census and published by Gov.uk:

[Gilbrook Pupil Population Data published by Gov.uk](#)

[Kilgarth Pupil Population Data published by Gov.UK](#)

### 7. Equality Objectives - Kilgarth

The following Equality objectives were agreed by Full Governors on **07/12/16** and progress against objectives will be reviewed in **December 2020** when new objectives will be set.

Protected Characteristic	Objective	How will the objective be measured
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity	PSHE lessons
All	Ensure that displays in classrooms promote diversity in terms of race, gender and ethnicity.	Visual
All Race / Sexual Orientation	Reduce prejudice-related bullying and the use of derogatory language.	Record incidents. – staff training on how to handle
All	Actively consider equality duties when making key decisions	Use Equality Impact Assessment form (for strategic decisions); SMT minutes of meetings
Gender	Encourage non-stereotyped career options	Leavers' information
Race	Multicultural centre days out	Feedback from pupils and staff

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