



**WILSON'S SCHOOL**

**EQUALITY DUTY PLAN**  
**and**  
**EQUALITY OBJECTIVES FOR 2021-24**

**Approved by Governors: Autumn 2021**

## **WILSON'S SCHOOL EQUALITY DUTY PLAN**

Wilson's School aims to be a caring community and a challenging, but inclusive environment in which all feel valued and have the self-confidence, motivation and opportunity to fulfil their potential.

*In setting the highest aspirations for our students we aim:*

- to ensure a safe and kind environment for learning, building pupils' confidence and actively promoting their wellbeing
- to enable all students to reach the highest levels of academic enjoyment and achievement
- to enable our students to think independently and to feel secure in taking intellectual risks
- to give all of our students every opportunity to engage with the spiritual, moral and cultural dimensions of life
- to provide every pupil with opportunities for achievement and enjoyment beyond the classroom
- to provide our students with the skills and attitudes needed to thrive in Higher Education and proceed to satisfying careers and fulfilling lives

The alignment inclusion and diversity with the aims and ethos of Wilson's School is the foundation from which we respond to the requirements of legislation relating to discrimination and equality. Our aim is to be proactive in tackling any form of inequality, taking every opportunity to celebrate diversity.

### **Public Sector Equality Duty**

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating her/him less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

Sex  
Race  
Disability  
Religion or belief  
Sexual orientation  
Gender reassignment  
Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not, however, apply to pupils, and so the school is free to arrange pupils in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty. The school must have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the act;
- advance equality and opportunity among people who share a prohibited characteristic and people who do not share it;
- foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

## **Our Approach**

This Plan builds on the experience and achievements of our previous action plans on Equality and on work done on diversity and equality issues throughout the school across management, subject teaching and co-curricular areas.

Our approach is informed by a willingness to engage with the complexities of change and difference. It is our intention therefore to ensure that our curriculum, pastoral system and organisational structures offer people access to opportunities and encourage their participation free from prejudice, discrimination and barriers.

The focus of this Equality Plan are our Equality Objectives. Words and lengthy documents can be inaccessible and, often, ineffective. Our intention is for action to reveal the relevance of this scheme to the day to day experience, concerns and aspirations of the people who are the community of Wilson's School.

## **Involvement**

The school has existing mechanisms to ensure the representation, participation and involvement of staff and students and parents in developing school policy and these systems, together with the input of external networks and guidance have determined our action plan.

## **Evaluation**

The processes of evaluation and critical reflection to enhance the quality of our performance as a school are familiar to staff, students and parents. Our annual review of the School Development Plan by staff, SLT and governors will be the point at which we will assess the impact of our Equality Objectives. This is also a means of identifying opportunities to promote participation and equality.

## **Gathering and using Information**

The school currently collects a range of quantitative data relating to the achievements and participation rates of our pupils in relation to their diverse backgrounds and this is used to inform our Equality Objectives.

## **Reporting & Monitoring**

The Governing Body will monitor progress against our Equality Objectives on all equality and diversity activities.

**EQUALITY OBJECTIVES 2021-24  
AND IMPACT ASSESSMENT REVIEW:**

EQUALITY OBJECTIVE 2021-24	Evidence of impact
<p>Ensure that opportunities are taken in a range of curriculum subjects to teach pupils about the historical experiences and positive impact of people from the racial and ethnic backgrounds represented in the school.</p>	<ul style="list-style-type: none"> <li>• All department teams consider the cultural and historical context in which their subject curriculum has been developed as well as how people from a range of ethnic groups are represented.</li> <li>• All departments use a wider range of resources to ensure that ethnic groups are more widely represented in the teaching of the subject; limitations in the demographic representation of material and increasingly explained in each subject areas</li> <li>• Where necessary, subject knowledge and teaching skills are developed by teachers to meet this objective.</li> </ul>
<p>Continue to take proactive measures to minimise prejudice-related bullying and incidents and address robustly, with particular attention to prejudices around disability, gender, sexuality and religious groups and communities.</p>	<ul style="list-style-type: none"> <li>• Ensure this theme is returned to regularly within school and year assemblies so that the values of the school are clear to all members of the community.</li> <li>• Records of bullying and analysis maintained and used to develop pastoral action plans, including where appropriate for individual pupils.</li> <li>• 'Moral compass' theme emphasized in training and meetings for form tutors alongside the concept of the helpful bystander to encourage vigilance by all members of the community.</li> <li>• Continue to promote means of reporting prejudiced based incidents and bullying, including via the anonymous 'report a concern' facility on the school's website.</li> <li>• Clear examples of how positive attitudes and relationships are developed through e.g. PSHE and assemblies.</li> </ul>
<p>Introduce new measures to ensure that the school is as welcoming and inclusive as possible for all current and prospective pupils and members of staff regardless of race or cultural background, taking every opportunity to celebrate diversity.</p>	<ul style="list-style-type: none"> <li>• Equality lead and diversity prefect / team embedded successfully.</li> <li>• Wider programme of engagement and consultation about equality issues with pupils and members of staff.</li> <li>• Communications and materials promoting the school to prospective pupils and members of staff consistently reflect the diversity of the school.</li> </ul>
<p>Seek, collect and analyse the best possible information on pupil participation in co-curricular activities at the school and use that information to inform decisions about the co-curricular offer at the school.</p>	<ul style="list-style-type: none"> <li>• Regular reviews of co-curricular provision to ensure that there aren't groups within the school who are underrepresented.</li> <li>• Analyse leadership roles available to pupils to ensure these engage pupils from all backgrounds.</li> <li>• Use the rejuvenated house system to boost participation and create activities to appeal to pupils from all backgrounds.</li> </ul>
<p>Increase knowledge of religious beliefs and practice of pupils and members of staff in order to comply with reasonable requests relating to religious observance and practice.</p>	<ul style="list-style-type: none"> <li>• Proactively make suitable spaces available for prayer and reflection, ensuring that the 1880 Room is regularly used to fulfil this purpose.</li> <li>• Devise calendars of religious dates so that the school can provide support to pupils and members of staff who wish to observe these.</li> </ul>