



# The Joseph Whitaker School

*An Academy specialising in Sport and Performing Arts*

**2025-27**

**Single Equality Policy**

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## School context

The Joseph Whitaker School is a larger than average sized mixed comprehensive school, predominantly serving localities around Rainworth, Blidworth and Ravenshead. The school gained conversion academy status in November 2011 and has been a Specialist Sports College since 2004. The school joined the East Midlands Education Trust in September 2016.

Most students are of White British heritage, with only a few from minority ethnic backgrounds. The percentage of students with special educational needs and/or disabilities, including those with a statement of educational needs, is just below national average. The proportion of students who are known to be eligible for free school meals is just below the national average, and those whose first language is believed not to be English is well below the national average.

## Mission statement

The Joseph Whitaker School is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life and in the local community.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At The Joseph Whitaker School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## Guiding Principles

In fulfilling the legal obligations cited below, we are guided by nine principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they have a disability
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards people with a disability, good relations between those with and those without a disability, and an absence of harassment of people with a disability
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

#### **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- those with and those without protected characteristics
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

#### **Principle 6: We consult and involve widely**

We attempt to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- people with protected characteristics as well as those without protected characteristics from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys, whatever their gender and sexual identity
- people who have a disability and those who do not.

#### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with protected characteristics as well as those without protected characteristics
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys, whatever their gender and sexual identity.

#### **Principle 8: We base our practices on sound evidence**

We maintain quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

## **Principle 9: Objectives**

We formulate specific and measurable objectives, based on the evidence we have collected (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

## Legal framework

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

## **Addressing prejudice and prejudice-related bullying**

At The Joseph Whitaker School we recognise our legal obligations to eliminate discrimination, harassment and victimisation, as well as the duty to foster positive relations between groups and individuals.

The school has adopted the public bodies' standard definition for prejudicial incidences, adapted from the Stephen Lawrence definition of a racist incident which states that:

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender’s prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason.”

As a school we take our obligations seriously and will deal with such incidents sensitively and responsibly for both the victim and the perpetrator, in accordance with our behaviour policy.

Should such an incident occur we will contact both the victim and perpetrator’s carers to explain the issue and what actions are to be taken.

As a matter of policy we do share this information with the Local Authority so that a county wide picture can be established and support allocated as appropriate. This may include providing names of the perpetrator so cross reference can be made with incidents within the community. Information about the number, type and seriousness of such incidents, will be reported regularly to the governing body.

## **Curriculum, Teaching and Assessment**

- Curriculum planning will take account of the needs of all students, including ethnicity, background, disability and language needs
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all
- The criteria used for allocating students to optional subjects are fair and equitable to all students
- Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified
- The allocation of students to teaching groups is fair and equitable to all
- Assessment outcomes are used to identify the needs of all students and inform policies, planning and the allocation of resources
- Teaching methods and styles take account of the individual needs of all students and encourage positive attitudes to difference, diversity and equality
- The school takes active steps to ensure that resources are used to promote inclusivity and are available to meet the specific needs of all students
- The school endeavours to make full use of the resources available within the local community

## **Students – Personal development, attainment and progress**

- Students' attainment and progress in individual subjects are monitored by ethnic group and gender
- The school develops strategies for tackling unjustified disparities in the attainment and progress of particular groups
- The school values the achievements and progress of all students. Students are encouraged and enabled to become independent and effective learners in their own right, so that they can realise their full potential and achieve excellence
- Promotional material for the school will reflect the diversity of all students
- All students have equal access to extra-curricular activities
- Every student is offered the support and guidance they need
- Staff challenge racism and stereotyping and promote equality in education, employment, training and career choice
- Steps are taken by the school to ensure that students on work experience are not subjected to discrimination in any form

## **Support for students and staff**

At The Joseph Whitaker School we ensure our students and staff are appropriately educated and supported through a variety of strategies:

- Induction programme delivered through transition in the summer term of Year 6 and through PSCHCE and tutor time at the start of Year 7
- Mentor interviews and counselling
- A variety of intervention programmes including 'Break the Cycle' at the Holocaust Centre
- Access to student support
- Comprehensive PSHCE education programme
- Supportive and caring staff
- Staff peer support
- Staff professional bodies
- LA support for staff
- Appropriate staff INSET and training

## **Roles and Responsibilities**

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### **The Governing Body**

- To ensure the school complies with the legislation and that this policy and its related procedures and strategies are implemented
- To set the framework for school development in conjunction with Local Authority guidelines and the Headteacher
- To support the development of the school in all areas and guide decision making

### **The Headteacher**

- To implement the policy
- To ensure that all staff are aware of their responsibilities by presenting all staff with the updated policy
- To ensure that appropriate training and support is given through the normal staff development programme and that this issue is highlighted in the school development plan
- To take appropriate action in any case of unlawful discrimination

### **Staff**

- To deal with discriminatory incidents that may occur
- To know how to challenge racial and cultural bias and stereotyping
- To incorporate principles of equality and diversity into all aspects of their work

### **Students**

- Respect all other members of the community. Treat them fairly, speak politely and respect opinions
- Help prevent all forms of bullying and report bullying if it is seen.
- Behave helpfully and responsibly
- Respect and accept others' differences

### **Parents**

- Support staff and pupils in the development of the school
- To have a voice in the development of the school
- Attend school events to promote positive links

### **Breaches of Policy**

Breaches of policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and the Governing Body. If a discriminatory incident takes place of a racist nature, not only will the incident be recorded, but a Racist Incident form will be completed as well.

Although a copy of the form may be filed in the appropriate person's file, one will be held centrally by the Headteacher's PA, so that all incidents can be clearly and simply monitored.

## **Information and Resources**

This policy will be regularly reviewed and is published on the school website for all stakeholders to access.

Other formats may be requested from the school office, such as easy to read large print, brail and audiotape.

## **Monitoring and Evaluation**

The policy will be reviewed on a three yearly basis by staff and pupils via staff meetings and the School Council. Alterations will be implemented as necessary.

Criteria for evaluation will include:

- Pupils' involvement in, and commitment to, the single equality policy
- Perception of equal opportunities by staff and pupils through a behaviour and wellbeing survey
- Students' self-discipline and self-esteem
- Attitudes to members of the community and to visitors

This policy is to be viewed in conjunction with the other policies listed below

- Behaviour policy
- SEN policy
- Uniform policy

## **Key objectives for 2025-2027**

- **Close the Attainment Gap:** Reduce disparities in academic achievement between students with protected characteristics and their peers by implementing targeted interventions, regularly monitoring data, and providing tailored support—particularly for disadvantaged and SEND students.
- **Tackle Misogyny:** Establish a whole-school approach to addressing and challenging misogyny through education, staff training, student engagement, and a culture of respect and equality.
- **Strengthen Inclusion and Anti-Discrimination Efforts:** Continuously review, implement, and embed national policies on key issues such as anti-bullying, LGBTQ+ rights, racism, and other forms of discrimination to foster a more inclusive and supportive school environment.

## Adoption by the Governing Body



Headteacher

Signature Date: April 2025



Chair of Governors

Signature Date: April 2025



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