



Wey Education plc
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EQUALITIES POLICY



The Wey Education Equality Policy Statement

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- eliminating discrimination
- fostering good relationships
- advancing equality of opportunity.

We will not discriminate against, harass or victimise any student, prospective student, or other member of the school community because of their:

- Gender
- Age
- Race
- Disability (see separate section below)
- Religion or belief.
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership.

We aim to promote students' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for students and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity. (Please see the Social, Moral, Spiritual and Cultural Development policy for further details).

Aims to eradicate discrimination

We believe that a greater level of success from students and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and the benefits it can have
- Adopting an inclusive attitude
- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our students should be exposed to ideas and concepts that may challenge their understanding, to help ensure that students learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.



Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our community with the utmost seriousness. When an incident is reported Wey Education is committed to ensuring appropriate action is taken and a resolution is put into place which is appropriate.

Our students are taught to be:

Understanding of others
Celebratory of cultural diversity
Eager to reach their full potential
Inclusive
Aware of what constitutes discriminatory behaviour.

Our employees will not:

Discriminate against any member of the school community
Treat other members of the school community unfairly.

Our employees will:

Promote diversity and equality
Encourage and adopt an inclusive attitude
Lead by example.

Equality and dignity in the workplace

We do not discriminate against staff with regards to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race.

- Religion or belief.
- Gender
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the Wey Education community. All staff members are obliged to act in accordance with this statement and all dealings with staff are non-prejudicial.

Disability Equality



Rationale

Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work.

Wey Education will take positive action to prohibit all forms of illegal discrimination, towards prospective and current pupils, staff and others associated with the school (e.g. parents; users of the premises; visitors). It aims not to treat disabled people using the school's services less favourably than able people as far as is reasonably practicable.

Aims

This policy aims to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life

Guidelines for students, staff, parents and the wider community to ensure those with a disability are not treated less favourably

Students and parents

Wey Education aims, within the constraints of resources available, to enable each pupil to fulfil his/her potential, both within the curriculum and in the full life at InterHigh and Academy 21 so that there is every chance that the student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life. The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to events and activities involving physical attendance and more routinely, the curriculum and associated services. Wey Education will examine each disability case by case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

Staff

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is treated less favourably in the school's procedures and practices in respect of:

- recruitment
- performance management
- promotion
- staff development
- teaching
- environment

- access to premises

Monitoring and reviewing to ensure those with disabilities have their needs met

Parents are requested to provide details of any disability in relation to a prospective pupil at the time of application, on the Registration Form. If any specific needs relating to a disability are identified, either at this stage or on assessment, or should any disability be evident at a later stage, the Associate Dean InterHigh / Academy 21 will discuss with the parents the adjustments the relevant school is able to make to meet these needs. In assessing any pupil or prospective pupil the school may take such advice and require such professional assessments as it regards as appropriate. The school will be sensitive to any requests for confidentiality.

On entry to the school, in the case of a pre-diagnosed disability, the school will make reasonable adjustments to entrance assessment procedures which might include the provision of extra time or rest breaks or the use of additional aids. However, consideration will be given to the impact such adjustments may have on the well-being of other candidates and on the provision of staffing for the assessment, when determining if such proposed adjustments are reasonable. Pupils diagnosed with a disability will be placed on the school' register of students with additional needs and a Support sheet will be written by the Head of Year in conjunction with the pupil, parents and teachers. These support documents together with reports from any relevant external agencies will be kept on the pupil's file. The SEN support sheet will be monitored by all subject staff and reviewed at least annually.

Risk Assessment: where relevant, for both disabled pupils and staff, a risk assessment will be produced by the Head of Year (pupils) or Associate Dean (staff).

Accessibility Plan

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, prospective students and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of Wey Education's policy for students with additional needs;
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled students less favourably
 - to take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - to publish an Accessibility Plan.
3. In performing their duties, Academy Representatives and staff will have regard to the DRC Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.
5. The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of students.

Wey Education has identified the following points for action as part of its School Improvement Plan, in order to achieve the key objective:

- delivery of the curriculum: school staff receive training in making the curriculum accessible to all students and are aware of its importance.

Physical environment: Wey Education will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and hosting special activities and events, either at its own premises or at those it selects for such events. A risk assessment will be carried out and any risk mitigation action taken before the event occurs.

Provision of information in other formats: Wey Education will provide information in alternative formats when required or requested.

Linked Policies: this Plan will contribute to the review and revision of related school policies, eg School Improvement Plan, Curriculum and Assessment policy.