



## Windsor High School and Sixth Form

### Equality Statement

<b>Responsible Committee:</b>	Windsor Local Advisory Board
<b>Policy Co-ordinating Officer:</b>	Deputy Headteacher – Student Services
<b>Date revised by Windsor Local Advisory Board:</b>	February 2020
<b>Next review date:</b>	September 2022

WAT Equality Policy  
can be located on the  
Windsor High School and Sixth Form  
website under Policies



<b>Responsible Committee:</b>	Windsor Academy Trust, Board of Directors
<b>Date revised by Board of Directors:</b>	July 2018
<b>Next review date:</b>	September 2022

# Equality Statement

## Introduction

We follow the Equality policy of the Windsor Academy Trust (WAT). In addition, the following is specific to Windsor High School and Sixth Form.

## A Cohesive Community

The School seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity

## Currently the school serves a variety of communities e.g.

- an extended community (Windsor Academy Trust, a community of schools working as a MAT)
- geographical communities (e.g. Halesowen, Dudley, Sandwell, Birmingham)
- the community of Britain
- the global community, (e.g. through the wide range of links made with communities abroad including e.g. America, Holland, France, Spain)
- communities of interest (e.g. environmental groups, faith groups, ethnic or language groups)
- communities of friends (e.g. local churches, business partners, arts, sports, voluntary and support groups)

## Roles and Responsibilities

Windsor Local Advisory Board are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy is properly implemented
- making sure related procedures are followed
- assigning a named Windsor Local Advisory Board member

## The Headteacher is responsible for:

- making sure the policy is readily available and that the Windsor Local Advisory Board, staff, students and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and Windsor Local Advisory Board about the policy and how it is working
- providing training for them on the policy
- making sure all staff know their responsibilities and receive training and support
- taking appropriate action in cases of harassment and discrimination

## All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:

- recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities

**Students are responsible for:**

- supporting the schools equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Senate agenda, which will recognise good practice and enable review and development.

**This may include:**

- the anti-bullying policy and specifically racist and homophobic bullying
- developing school/class rules which challenge discriminatory behaviour

**Parents/Carers are responsible for:**

- supporting the schools equality ethos
- sharing concerns or issues with senior staff

**Visitors and contractors are responsible for:**

- following our expectations regarding equality

Responsibility for overseeing equality practices in the school lies with a named member of staff (Deputy Headteacher for Student Services) and Windsor Local Advisory Board member with responsibility.

**Responsibilities include:**

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents)
- monitoring the progress and attainment of potentially vulnerable groups of students (e.g. children and young people in care, children from minority ethnic/language or traveller communities, disabled students etc.)
- monitoring exclusions

**Concerns or complaints**

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the schools Complaints Policy.

**Objectives**

As a result of regular reviews of school performance and various data indicators our school is currently working on the following objectives.

- Improve equality gaps for BAME students
- Improve outcomes for disadvantaged students
- Improve achievement of boys