

EQUALITY DUTY STATEMENT 2020

Inclusion and cohesion are at the heart of the ethos of Darrick Wood School, its agreed values of respect, honesty and responsibility and its day-to-day practice. Equality of opportunity, elimination of discrimination and meeting statutory duties are most important to ensure the success of the School and, as a result, students reach their full potential.

The School has relevant agreed practices on appointments, behaviour and discipline, community cohesion, disability, equality and diversity, gender, gifted and talented, inclusion, race equality, special educational needs and staff development. These are fully and consistently implemented, are monitored on a regular basis and have a positive impact. All improvements to the School's accommodation ensure access for those with a disability. A priority for 2019/20 is to seek to replace the failing lift in the Turner Building on which disabled students depend for their English lessons.

Darrick Wood School is proud of its record in promoting equality of opportunity for all its students and staff. Students enjoy their schooling, show commitment and demonstrate happy relationships and their self-esteem is reflected in very high attendance (well above the national average) and exemplary behaviour. The School is vigilant in seeking out and eliminating any incident of bullying. There have only been two permanent exclusions in 2018-19 arising from serious breaches of the School rules. Students are given ample opportunities to influence the School's decision making through a variety of school councils and discussions in tutor time as well as through personal, social and health education.

The School offers a broad and balanced curriculum for all, where choice is introduced increasingly from Year 8 upwards. There are consistently high standards of attainment, but boys currently make less progress than girls and there remains a gap between the achievement of disadvantaged students (pupil premium) and their counterparts. These are key areas of focus within the School Development Plan.

Recruitment of staff is based upon clear person specifications and selection is focused upon potential in this context and prior experience. As a result, the staff complement is diverse in gender, ethnic background, religious belief and age.

Professional development is a priority for the School in meeting its world class aspirations and in driving improvement. All members of staff (teaching and associate) have a staff development objective to consolidate and enhance their knowledge and skills. Teachers have both compulsory and optional training opportunities to meet their identified needs. As a result, training is available at all levels including that for newly and recently qualified teachers, aspirant middle leaders, middle and senior leaders. Success is demonstrated by the commitment of all members of staff and the high quality of teaching throughout the School.

David Wilcox
Chairman
November 2019