



# Equalities and Diversity Policy

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Member of Staff Responsible: Holly Evans

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The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Our school has considered how well we currently achieve these aims with regard to the eight protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief and sexual orientation

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps
- Examined how our school engages with the protected groups

Key Areas in Promoting the Public Sector Equality Duty Our Equality and Diversity Policy will be guided by the following seven key areas, which cover the work we do and encompass the legislative requirements of the Act. Our action plan outlines the activities and outcomes that we will aim to achieve in respect of our general and specific duties.

1. The ethos of the School
  - This policy reflects the ethos of the School and is linked to all the School's policies.
    - Steps are taken to ensure that everyone associated with the School is kept informed about this Equalities and Diversity Policy and abides by it.
  - All policies and procedures are reviewed annually for their effectiveness and updated when appropriate.
  - All reasonable and practical steps are taken to ensure that we do not discriminate against any prospective pupils, pupils at the school, former pupils or parents in relation to admissions, exclusions and provision of education and associated services.
2. Pupils' achievement and progress
  - Pupils' attainment and progress in individual subjects is monitored and tracked. □ The School develops strategies for tackling differences in the attainment and progress of pupils.
  - The School values the achievements and progress of pupils from all backgrounds.

- All pupils have equal access to extra-curricular activities.
  - Pupils are offered the support and guidance they need.
  - Staff challenge all forms of stereotyping and discrimination and promote equality in education, employment, training and career advice.
  - Where disabled pupils are placed at a substantial disadvantage by a provision, we will consider whether any reasonable adjustment can be made to overcome that disadvantage.
3. Curriculum, teaching and learning (including language and cultural needs)
- This school promotes an inclusive curriculum, which aspires to reflect the diverse nature of our society.
  - Equality and diversity are promoted and any forms of inappropriate behaviour and discrimination are challenged.
  - Curriculum planning takes account of the protected characteristics, background, accessibility, and language needs of all pupils.
  - This school shall make every reasonable adjustment to ensure that pupils are able to access all areas of school life.
  - Subject leaders provide guidance and examples of good practice for colleagues. □ The School monitors and evaluates its effectiveness in providing an appropriate curriculum.
  - The allocation of pupils to teaching and optional subjects is fair and equitable to pupils from all groups.
  - Assessment outcomes are used to: identify the specific needs of all pupils; inform planning, policy development and the allocation of resources.
  - Teaching methods and styles encourage positive attitudes to all groups.
  - The School takes active steps to ensure that resources in all areas of the curriculum are inclusive.
4. Pupils who have English as an Additional language (EAL) □ The School recognises and values bilingualism.
- The language and learning needs of pupils are identified and appropriate support is planned and provided.
5. Parents, governors and community partnerships □ Parents are welcome and respected in school.
- People from all communities and groups are able to become school governors. □ Governors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
  - The School seeks to support all governors in performing their roles, for example, through school induction procedures for new governors.
  - All parents are regularly informed of their child's progress.
  - Steps are taken to involve parents from all communities and groups, in the life of the school.
6. Monitoring and reviewing this policy

The School will monitor the impact of this policy on pupils, parents, and staff from different groups. In particular, the school will monitor the impact of all relevant policies on the attainment levels of all pupils.

To monitor pupil's attainment, the school will continue to collect information about their performance and progress, by protected characteristics, analyse it and use it to examine trends and take remedial action.

The School will also continue to monitor other areas that could have an adverse impact on pupils' attainment such as:

- Rewards and sanctions (including exclusions)
- Racism, harassment and bullying
- Curriculum, teaching and learning (including language and cultural needs)
- Membership of the Governing Body
- Parental involvement in the life of the school
- Working with the community

The School will also monitor regularly the effects of selection decisions and employment practices and procedures in order to assess whether equality of opportunity is being achieved in accordance with this policy. Records will be kept by protected characteristics in relation to staff in post, recruitment, promotion, training and development opportunities, grievances, disciplinary action, and leavers. If any disparity is found which cannot be justified we will take the appropriate remedial action. Monitoring and progress reports will be presented for scrutiny and discussion by the Headteacher and other school staff on a termly basis, as part of the Headteacher's report to the Governing Body.

## 7. Bullying & Harassment

The School is committed to creating an environment where its employees and pupils are free from bullying and harassment. The school recognises that all its employees and pupils have the right to be treated with the respect and dignity they deserve and will treat as serious any complaints it receives from employees and pupils who feel they are being bullied or harassed. Because of the nature of the offence, the grievance procedure may not provide an effective means of dealing with all cases. As such, our bullying and harassment policy provides for the investigation of such complaints in addition to, or as an alternative, to grievance procedure.

Protected characteristics		Aims of the general duty	
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster relations between people who share a protected characteristic and those who do not?
Race	Race equality policy Data on admission Termly reports on racial incidents to the LA and GB Low numbers of reported racial incidents Ofsted reports Phase Leaders track all incidents	Celebration of differences Curriculum Assemblies School policies Value differences Inclusion Team	Celebration of differences Curriculum Assemblies Good links with parents Parent Support Advisor School policies promote equality and diversity Job descriptions for staff School ethos and values School displays promote diversity
Disability	School policies Inclusive practices Feedback from parents/questionnaires Termly reports to GB Assessment data Purchases of additional resources – auxiliary equipment Adaptations to the building	School policies Raising attainment Tracking progress	Good links with parents Parent Support Advisor Assemblies Review meetings School ethos and values School displays promote diversity
Gender	Admissions process Recruitment process Gender equality scheme Tracking data	Recruitment process School policies Raising attainment Tracking progress PPMs	Good links with parents Parent Support Advisor Assemblies School ethos and values
Gender Reassignment	Inclusive practices Admissions process Recruitment process Equalities and Diversity policy	Celebration of differences School policies Value differences Review of practices	Good links with parents Parent Support Advisor Admissions process School ethos and values
Pregnancy and Maternity	Policy for expectant parents Reasonable adjustments in place to support Regular meetings Risk assessment	Continue good practice Paternity leave	Following policy Continue to make reasonable adjustments to ensure they are supported at work School ethos and values
Age	Employment/recruitment process	Recruitment process	Recruitment process School ethos and values

Religion and Belief	Admissions procedures Employment documents Balance of staff employed	Celebration of differences Curriculum]Assemblies Workshops School visits	Celebration of differences Curriculum Assemblies Good links with parents Parent Support Advisor School ethos and values School displays promote diversity
Sexual Orientation	School policies Inclusive practices Admissions process Recruitment process Equalities and Diversity policy	Celebration of differences School policies Value differences Review of practices	Good links with parents Parent Support Advisor Admissions process School ethos and values Parental leave for same sex relationships

To ensure provision for disabled pupils is in place. Ensure as reasonably possible that a disabled person can benefit from education to the same extent that a person without disability can

- Ensure all reasonable adjustments where they are not part of a statement of SEN are in place
- To provide auxiliary aid or service for a disabled pupil when it is reasonable to do so and if such an aid would alleviate any substantial disadvantage
- Keep a written record of provision in place to support disabled pupils
- Ensure all disabled pupils where reasonable possible are included in all extended school provision
- Ensure risk assessment where needed are in place
- Consider adjustments needed for all pupils to take part in educational visits
- Ensure accessibility to the building is reviewed as part of the schools expansion to improve accessibility
- Aids to support access to the first floor

*Education and Health Care Plans, Educational visits and extended school journeys are an important part of the schools provision. A pupil may not be able to take part in a visit for the following reasons*

- There are risks that the school feels cannot be managed offsite – these will be identified in the risk assessment
- If the parent requests that their child is not to take part in the visit

*To ensure, where reasonably possible, that all pupil take part in extended school experience through school journeys, after school clubs and educational visits the school will*

- Invite parents/carers or a responsible member of the family to accompany the visit or to be part of the after school club
- Parents accompanying pupils on an educational visit will be given a priority place for any siblings at the after school club free of charge
- If the parent/carer is unable to accompany their child then the school will endeavour to recreate the experience within the school site
- The school must provide appropriate equipment for pupils to be able to take part in after school activities e.g. larger rackets/balls – visually impaired resources

Eliminating discrimination and other conduct prohibited by the Act

- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff are aware of our responsibility with regards to the Equality Act
- Ensure our school curriculum promotes tolerance of all groups

To raise the achievement of all disadvantaged pupils

- Track progress of Pupil Premium across the school so that differences in attainment and progress are diminished
  - Use Pupil Progress Meetings to discuss progress and next steps
  - Targeted support
- Tracking progress of the most able Pupil Premium across the school

To accelerate the progress of key Ethnic Minority groups in reading, writing and maths so they are in line with national average

- Monitoring and tracking progress
- Performance tracked and analysed
- Barriers to achievement identified – support targeted
- Induction process to support pupils to settle into school
- Pupil progress meetings to highlight attainment and progress of this group
- Inclusion team support

To raise the achievement of SEN pupils so they are in line with all pupils

- Monitoring and tracking progress
  - Performance tracked and analysed
  - Targeted support
  - Inclusion team support for pupils on SEN register
  - Strengthening the Inclusion team through training and team meetings
- Pupil progress meetings to highlight attainment and progress of this group