



## Equalities Statement

### Introduction

#### Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued. We believe that equality at Four Acres should permeate all aspects of school life and is the responsibility of every member of the setting and wider community. Every member of the Four Acres community should feel safe, secure, valued and of equal worth. At Four Acres, equality is a key principle for how we treat all people irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

This policy incorporates the race, gender and equal opportunity policies.

#### Monitoring and Review

The staff member responsible for co-ordinating the monitoring and evaluation is the Deputy Head and Children’s Centre Manager

They will be responsible for:

- Providing updates on equalities legislation and the setting’s responsibilities in this regard;
- Working closely with the governors committee responsible for this area which is the CFC committee.
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including traveler and EAL pupils and Free School Meals, in the following recommended areas:
  - Pupils’ progress and attainment
  - Learning and teaching
  - Behaviour discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
  - Parental involvement
  - Participation in extra-curricular and extended school activities
  - Staff recruitment and retention
  - Visits and visitors

#### Policy Commitments

##### Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

**“Children in public care are our children. We hold their future in our hands, and education is the key to that future.” (DFES Guidance 1.1)**

**Article 14**

**Children have the right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights.**

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

### **Promoting Equality: Achievement**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all pupils.☒
- All pupils are actively encouraged to engage fully pupils in their own learning.

### **Promoting Equality: The ethos and culture of the school**

- At Four Acres, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils’ views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, the School Council, pupil perception surveys and there are regular opportunities to engage with pupils about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of pupils feel welcomed and included.

### **Promoting Equality: Staff Recruitment and Professional Development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

### **Promoting Equality: Countering and Challenging Harassment and Bullying**

- Four Acres counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

### **Promoting Equality: Partnerships with Parents/Carers and the Wider Community**

- Four Acres aims to work in partnership with parents/carers.
- We Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- ☑Maintain good channels of communication, e.g. through parent forums, to ensure parents’ views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveler or pupils with disabilities are made to feel welcome.

### **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for promoting equalities.

**The Governing Body** has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school’s equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school’s Accessibility Plan or may be stand-alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- ☑All Governors will oversee the implementation of the policy and ensure necessary action is taken in relation to any prejudice related incidents.

**The Executive Head Teacher and Senior Leadership team** has responsibility for:

- In partnership with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

**All school staff** have responsibility for:

- The implementation of the school’s equalities policy and schemes;

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

### **Equal Opportunities**

#### **Guidelines**

1. Admission to the school shall be open equally to all children subject to the limitation of the school's Standard Number.
2. All the available amenities, opportunities and resources that the school has to offer, both curricular and extra-curricular, shall be offered equally to all children. Equal access to the curriculum shall be ensured through a system of joint planning and review within each year group. A differentiated curriculum will ensure that children of differing abilities have equal opportunities to develop their potential.
3. Gender balance shall be monitored in test results.
4. The school's policies on discipline and rewards and sanctions shall be applied equally to all children. Where social relationships between children show problems caused by discrimination positive action will be taken to encourage mutual respect.
5. Teaching shall employ the use of non-stereotyped images and reflect the diverse nature of society.
6. Positive action will ensure the full integration of all children in such day-to-day procedures as roll call, queuing, seating and job allocation.
7. Recruitment selection criteria together with employment procedures and practices in line with employment law shall ensure that staff are recruited, selected, trained and promoted only on the basis of their abilities and merits and the requirements of the position in question.
8. All staff shall have equal access to opportunities for professional development. Where appropriate and available special training will be sought for individual needs.
9. General staff duties and tasks will be allocated equally.

### **Race Equality**

#### **Rationale**

Four Acres is committed to:

- Promoting equality of opportunity
- Promoting good relations between members of different racial, cultural and religious groups and communities
- Eliminating unlawful discrimination (Race Relations Amendment Act 2000).

#### **Guiding Principles**

1. Every pupil will have opportunities to achieve the highest possible standards.
2. Every pupil will be helped to develop a sense of personal and cultural identity that is receptive and respectful towards other identities.
3. Every pupil should develop the knowledge, understanding and skills they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.
4. The school is opposed to all forms of racism and xenophobia including those forms that are directed towards religious groups and communities.

#### **Responsibilities**

1. The governing body is responsible for ensuring the school complies with legal requirements and that this policy is implemented.

2. The Executive Head Teacher is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities and are given appropriate training and support. The Executive Head Teacher is also responsible for taking appropriated action in any cases of unlawful discrimination.
3. All staff are expected to deal with any racist incidents that occur, to challenge racial and cultural bias and stereotyping and to incorporate principles of equality and diversity into all aspects of their work.
4. All staff and governors will have access to a selection of appropriate information.
5. Religious observance – we respect the religious beliefs and practices of all staff, pupils and parents and comply with all reasonable requests relating to religious observance and practice.
6. Breaches of the policy – breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Head Teacher and governing body.
7. Monitoring and evaluation – collection and analysis of data will take place to ensure the implementation of this policy is effective eg incidents will be recorded.
8. School action plan – action will be documented in the School Improvement Plan. A separate action plan will be incorporated into the School Improvement Plan if appropriate.

## **Gender Policy**

### **Mission Statement**

At Four Acres, we have an Equalities and Inclusion Policy within which there is a commitment to ensuring equality of education and opportunity for staff, pupils, parents/carers, governors and all those receiving services from the school, irrespective of gender. The achievement attendance, exclusions and participation of all pupils and students will be monitored on the basis of gender and we will use this data to raise standards for all pupils and inform our teaching practice.

We will aim to provide all our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes and will take positive action to support particular groups where necessary. We will also seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation and taking positive action to address any gender differences. At Four Acres, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit here.

### **Guidelines - Aims**

- Information is collected on gender with regards to both pupils and staff. This information is used to improve the provision of services.
- Pupil achievement, attendance, exclusions and participation is monitored by gender. Trends or patterns in the data may require additional action.
- Pupils of both sexes are encouraged to participate in all aspects of school life including extra-curricular activities.
- Pupils of both sexes are given the same opportunities to participate in physical activity, both in and outside of school hours and in extra-curricular activities e.g. school trips.
- Bullying and harassment of pupils is monitored and this information is reported.
- Stereotypes in terms of gender and sexist language are actively challenged in both the class-room environment and in the playground.
- Pupils are encouraged to consider career paths/occupations that are traditionally gender stereotyped.
- The school environment is accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs. Open evenings and other events which parents or carers attend are held in an accessible part of the school.

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- Parents of both sexes are encouraged to participate in their child’s education e.g. attending parents’ evening, taking up parent/ family learning courses, and assemblies.

- The Governing body is representative in terms of gender and of the pupils, staff and local community that they serve.

**Employer duties-**

As an employer we will need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within your workforce by ensuring:

- Gender aspects are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.
- The school takes positive action to try and ensure a gender balance of staff.
- Bullying and harassment of staff are monitored and that this information is used to make a difference.
- CPD and other training opportunities are monitored by gender.
- The school encourages a variety of flexible working opportunities e.g. job share.
- A Pay Policy is developed.

**Monitoring**

To ensure that monitoring is available in order to identify that no adverse impact has taken place as a result of the implementation of this policy.

**Measuring the Impact of this Policy**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from the different groups that make up our school. The main findings from equality impact assessments will be published for the school community.

This policy should be read in conjunction with:

- Teaching and learning policy
- Behaviour/discipline policy
- Admissions
- Curriculum policy
- Home School Agreement

This policy and procedure was adopted by the Directors on: Date     /     /

Signed:

Director 1

Director 2

Signature:

Signature:

Date:

Date

This policy and procedure was published on: Date     /     /     Signed:

This policy and procedure is due for revision on : Date     /