

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our Academy's ethos, which promotes, recognises, celebrates and welcomes diversity, tolerance, respect and honesty. The policy ensures fairness and equality, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background. The policy abides by the Equality Act 2010, promotes fundamental British values and community cohesion.

Rationale

The aim of this policy is to ensure our academy adheres to the **Equality Act 2010** legislation. It incorporates all previous policies relating to Race Equality, Gender Equality and Disability Equality. The Equality Act 2010 prohibits harassment related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. These are known as 'protected characteristics'. This policy has been developed to help our school to meet the duty to:-

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- Advance equality of opportunity between those who have a protected characteristic and those who do not;
- Foster good relations between those who have a protected characteristic and those who do not.

What we do:

- Promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- Seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- Remove any forms of indirect discrimination that may form barriers to learning for some groups.
- Ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone.
- Challenge personal prejudice and stereotypical views whenever they occur.
- Value each pupil's worth, we celebrate the individuality and cultural diversity of the community centred on our school, and we show respect for all minority groups.

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- Have an awareness that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

We do not discriminate against anyone, be they staff or pupil or parent, on the grounds of ethnicity, religion, attainment, age, disability, gender or background.

ENGAGEMENT

The academy is committed to engaging all pupils, parents and staff in all the activities that take place within the academy. Incorporated into this policy are the provisions currently in place to achieve engagement. We aim to develop community and school links to enhance the experience of our children and their families whilst at Roseacre.

Provision for Equality

The academy operates equality of opportunity in its day to day practice by providing all our pupils with the opportunity to succeed and to reach the highest level of personal achievement.

To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and Exclusions

- Our admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socioeconomic factors.
- Exclusions will always be based on the Academy's Behaviour Management Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any

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discrepancies are identified and dealt with.

Equal Opportunities for Staff

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

Employer duties

- As an employer, Roseacre Primary Academy ensures actively promotes equality across all groups within our workforce. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are committed to ensure wherever possible, that the staffing of the school reflects the diversity of our community and wider society as a whole.
- Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff and particularly when re-evaluating staff structures, to ensure decisions are free of discrimination and that there is no indirect discrimination.

Managing Incidents of Discrimination

- Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.
- All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.
- Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / designated teacher where necessary. All incidents are reported to the Headteacher or Senior Deputy Headteacher and racist incidents are reported to the Governing Body on a termly basis and to the Local Authority when they occur.

Reporting

All incidents of discrimination will be reported, monitored and managed under the Behaviour Management Policy (for children) and the Disciplinary and/or Grievance Policy (for adults).

Racial equality

In our school, we will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

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It is the right of all children to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures (see Behaviour Management Policy).

We endeavour to make our school welcoming to all minority groups. Thus, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

Disability non-discrimination

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The academy is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment.

Gender equality

We recognise that, nationally, the achievement of boys is falling behind that of girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys. These include:

- dealing with bullying and name-calling;
- removing gender bias from our resources;
- making sure that our displays reflect boys and men as effective learners and achievers;
- encouraging boys to read fiction.
- Running additional sports club to develop boys' confidence.

To make our teaching more accessible to boys, we:

- begin a lesson by stating the learning outcomes, and giving the 'big picture';
- employ a variety of activities, and include a kinaesthetic element;
- deliver work in bite-sized chunks, with 'brain breaks' and new starts;

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- provide challenge, competition and short-term goals;
- give regular positive feedback and rewards;
- set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We also seek to ensure that policies designed to improve the boys' attainment do not do so at the expense of achievement by the girls.

Provision for Engagement

The academy ensures that parents, pupil, staff and governors are kept informed of all school activities by using various communication methods which include: the fortnightly newsletter, which is published on the academy website and emailed via a subscription list, termly diary dates of events for the current year are published and emailed out. The academy uses an app to keep parents informed and regularly sends emails and texts to parents and families. The academy has forged links with the local community friends groups (Highfield Park) and has strong links with the local high schools. The academy has supported many local charities and has a strong link with Trinity Hospice and Brian House.

Roles and Responsibilities

The governing body has set out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.

The governing body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress, and that no group of pupils is underachieving. To do this, we monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- responses from parents and children's questionnaires.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as possible for parents, carers and children.

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The governors welcome all applications to join the school, whatever a child's socioeconomic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

The Headteacher's role is to:

Implement the school's policy on equal opportunities, and she is supported by the governing body in so doing.

Ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.

Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against.

Promote the principle of equal opportunity when developing the curriculum, and in providing opportunities for training.

Demonstrate and promote respect for other people in all aspects of school life; in the assembly, for example, respect for other people is a regular theme, as it is also in displays around the school. Roseacre school values incorporate respect, tolerance and honesty.

The headteacher views all incidents of unfair treatment, and any racist incidents, with due concern.

The Engagement Manager's role is to:

Write and circulate the newsletter and ensures that it is up to date, informative and celebratory.

Encourage links between the academy and parents, the local community and all pupils.

The Role of Staff is to:

Recognise their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any child.

Provide resources that portray positive images and that challenge stereotypical images of minority groups.

Implement this policy when designing schemes of work, both in the choice of topics to study, and in how they approach sensitive issues.

Challenge any incidents of prejudice or racism; report and record any incidents in line with the policy of the academy.

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It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

- monitor the progress of children from minority groups, comparing it with the progress made by other children in the school;
- monitor the staff appointment process, so that no one applying for a post at this academy is discriminated against;
- require the Headteacher to report to governors annually on the effectiveness of this policy;
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- monitor the academy's behaviour management policy, and the numbers of exclusions, to make sure that children from minority groups are not unfairly treated.

Success Criteria

The evaluation of this policy is based on the academy maintaining a fair and just place of learning and that all staff, children and parents feel equal. The academy will strive to engage with all stakeholders, parents, children and staff through effective communication and information sharing.

This policy will be kept electronically on the 'Shared Drive'. A paper master copy will be held by the Headteacher.

Reviewed by Samantha Boden on 18th February 2018

Presented to governors on xx

Next review: xx term of xx

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Appendix

GUIDING PRINCIPLES

In fulfilling the legal obligations outlined within this policy, we are guided by nine principles.

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status

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- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- homosexual people as well as heterosexual.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- homosexual people as well as heterosexual.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to: disability, ethnicity, religion, culture and gender.

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