



LATCHMERE
ACADEMY TRUST

Equality Policy

Status	Statutory
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

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 for identified groups of pupils in school, ensuring there is equality of access and celebrating and valuing the heritage and strengths of the school community.

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. Within the Latchmere Academy Trust, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other recognised area of discrimination.

This policy has been drawn up as a result of discussion between different stakeholders.

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a protected characteristic.

Protected Characteristics – school must take into account when publishing information:

- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender

There are also two other protected characteristics where schools do **not** have a direct duty:

- Age
- Marriage and Civil Partnership

The information we publish and analyses must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General duties are the things that schools aim to achieve.

General Duties

The three aims of the Public Sector Equality Duty are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

Curriculum

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To achieve this we will ensure:

- 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 challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

Monitoring and Review

The person on the staff responsible for co-ordinating the monitoring and evaluation is the Headteacher, who will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the governors in this area;
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g. SEND, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals children, 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
- Supporting positively the evaluation activities that monitor the equality of staff.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has designated members of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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;
- It is important to place a high priority on the provision for special educational needs and disability;
- A range of teaching methods need to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement pupils are encouraged to be actively involved in their own learning.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it as follows:

- Across the Latchmere Academy Trust, 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;
- There should be 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 are of a high quality and reflect diversity across all aspects of equality;
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities;
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of both assemblies, classroom based and off site activities;
- Pupils are given an effective voice, for example through the School Council and through pupil surveys which regularly seek their views;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

7. 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 to avoid discrimination and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of the equalities policy and practice;

- Employment procedures are reviewed regularly to check conformity with legislation and impact.

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

9. Countering and Challenging Harassment and Bullying

The school 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 and the LA (AfC) the number of prejudice related incidents recorded in the school.

10. Partnerships with Parents/Carers and the Wider Community

Latchmere School aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents' views are known and acted upon;
- 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, Traveller or pupils with disabilities are made to feel welcome.

11. Responsibility for the Policy

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

The Governing Body has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equality policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's access plan or may be standalone documents);
- The actions, procedures and strategies related to the policy are implemented;

- The Governing Body will have an overview on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership have 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 racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.
- Publishing annual data on equality in the workforce.

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 equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority (AfC) or recognised training provider.

Measuring the Impact of the 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.

12. Monitoring arrangements

Latchmere Academy Trust will update the equality information we publish every year.

This document will be reviewed by the Inclusion Lead and Deputy Headteachers annually.

This document will be approved by the governing body.

13. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Inclusion Policy