

# Leverton Church of England Academy



## Equality Policy

November 2016

Policy updated	By Miss R Chadwick - November 2016
Adopted by Governing Body	
Next Review date	November 2020

# **Leverton Church of England Academy**

## **Single Equality statement & policy**

### **SINGLE EQUALITY STATEMENT**

#### Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions. We will not, of course, publish any information that can specifically identify any child.
- Prepare and publish equality objectives.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

## **SINGLE EQUALITY POLICY**

### **Introduction**

Leverton Church of England Academy is committed to ensuring that everybody involved with, or part of, the school is treated fairly and equally. This includes pupils, full time and part time staff (including supply teachers), governors, and those who work in school on a voluntary basis. The school recognises that it has to make special efforts to ensure that all individuals and groups prosper.

This policy is in line with both the Special Educational Needs Policy and the school Disability Equality Scheme. Leverton Church of England Academy has a legal obligation to meet the needs of people with disabilities, even where this requires giving more favourable treatment.

### **Barriers to learning**

Leverton Church of England Acadmey has identified the following issues which may be barriers to effective learning:

- low self esteem, low expectations and peer group pressure
- experience of bullying, harassment or social exclusion
- low parental income leading to difficulty in participating in some aspects of school life and no adequate home study space
- low parental support or different parental expectations

- frequent moves and lack of stability in life leading to time out of school or low attendance
- lack of help with emotional, mental and physical well-being and poor behaviour
- language difficulties
- Special Educational Needs
- lack of physical access to school facilities or services
- Inappropriate curriculum provision
- Poor recruitment, management and development of staff and governors

Leverton Church of England Academy has identified the following strategies, which have been specifically designed to address the issues outlined above:

#### Establishing, maintaining and developing a school culture and ethos

The school is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip pupils with an awareness of our diverse society and to appreciate the value of difference. Every member of school is regarded as of equal worth and importance.

Every aspect of the school's activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of day to day social interactions amongst and between staff and pupils.

The school's environment influences the developing attitudes of the pupils within it and can be a powerful vehicle for promoting understanding and practice of equal opportunities. We live in a society where disability discrimination segregates and isolates people from their communities. Through its proactive approach to inclusion, our school aims to enable its pupils to achieve equal access to their communities. Addressing fundamental prejudices against disability in pupils and adults is a key part of our inclusion work.

At Leverton Church of England Academy, high expectations are promoted, achievement is celebrated and expectations for behaviour are communicated effectively.

#### Preventing and dealing effectively with bullying and harassment

Leverton Church of England Academy recognises that some individuals and groups are more vulnerable to bullying and harassment than others. Our abhorrence of all forms of bullying is communicated clearly to parents, carers and pupils. Incidents are reported and addressed swiftly and effectively in accordance with our anti-bullying policy.

#### Listening to children, young people, staff, parents and others

At Leverton Church of England Academy, listening to the views of our pupils is of paramount importance and this is made possible through several mechanisms, such as questionnaires, discussions and the student council. We actively seek staff views through regular meetings and focus group sessions and take account of their concerns.

The school also seeks the views of parents and carers through the use of questionnaires and meetings.

### Equalising opportunities

Leverton Church of England Academy recognises that some individuals and groups are likely to be economically disadvantaged. Governors ensure that the school avoids putting parents and carers under unnecessary financial pressure and ensure our charging policy is appropriate. We promote the uptake of a range of extra-curricular opportunities and monitor the attendance of pupils with learning difficulties and/or disabilities.

### Informing and involving parents and carers

At Leverton Church of England Academy, we distribute a regular newsletter to provide parents and carers with information, hold parent/carers consultations during Terms 1 and 2 and provide the opportunity to discuss individual school reports during Term 3. School uses a texting system for messages, reminders and celebrations. We invite parents and carers into school to take part in more informal activities and to watch assemblies and performances. Each term end with a celebration and worship in Church which families are invited to attend. The PTA meets regularly to organise fundraising and social events. In these ways, we are able to facilitate communication between school, parents and carers and encourage parents and carers to discuss any concerns they may have. Such communication ensures that parents and carers know how well their children are progressing, explains how parents and carers can help their children at home and how parents, carers, and others are able to help in school. We also encourage parents and carers to let the school know if they have a particular disability or any other need.

### Welcoming new pupils and helping them to settle in effectively

We recognise that some individuals and groups are more likely to find school intimidating, unfamiliar, or inaccessible; in addition, they may be likely to move mid-year.

At Leverton Church of England Academy, we ensure a happy start to the school at normal times and ensure effective school transfer and induction mid-year through the allocation of a 'buddy' for each pupil. We arrange that extra help is given to pupils who find a change of school challenging and by liaising closely with other schools, experts, and professional advisers, we ensure that well-planned school adjustments are made to cater for pupils with disabilities. Where possible, this process takes place in advance of the child starting at school and staff receive training and attend annual reviews as appropriate.

### Addressing the full range of learning needs

We recognise that some individuals and groups are more likely than others to underachieve. We rigorously track the progress of individual pupils and identify those who may be underachieving. Through effective planning of learning we ensure that our curriculum is relevant and stimulating for all. Classroom practice is regularly monitored through observation and this ensures that appropriate teaching styles are being used and that classrooms are organised effectively. Our planning takes account of previous learning and is

amended and evaluated frequently. In addition to this, the school marking policy promotes the learning of all.

#### Supporting learners with particular needs (including those with SEN)

Leverton Church of England Academy recognises that some individuals and groups are more likely to have particular needs. All children are monitored closely and those with specific needs, according to the Nottinghamshire criteria, are provided with any relevant support plans, a Personal Educational Plan (PEP) for those children who are looked after and a Behaviour Support Plan for those children with emotional and/or behavioural difficulties. Staff are provided with appropriate training in order to meet the specific needs of pupils and this training is planned and implemented effectively.

#### Making the school accessible to all

Leverton Church of England Academy ensures that extra-curricular opportunities are accessible for pupils with disabilities.

#### Ensuring fair and equal treatment for staff and others

We recognise that the school needs to ensure that its policies and practice do not discriminate directly or indirectly, against adults as well as pupils and other young people in the school. We also recognise that positive role models and a wider perspective will strengthen the school.

We ensure no discriminatory recruitment and employment practices by ensuring that in recruitment procedure any advertisements, shortlisting and interview procedures are without any hint of direct/in direct discrimination.

In school we ensure that all employees have the right to be free from harassment and bullying of any description, or any other form of unwanted behaviour, whether based on sex, transgender status, civil partnership status, pregnancy, race, disability, age, political or religious belief or sexuality.

#### Encourage participation of under-represented groups

Leverton Church of England Academy recognises that the school has an opportunity to model empowerment of all groups. We recruit governors who are representative of the children and young people in the local population and community and we encourage the widest participation in our PTA meetings, events and activities.

#### Responsibility

We believe that promoting Equality is the whole schools responsibility:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher and Senior Leaders	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher on how pupils and parents/carers can be expected to be treated Support colleagues within the school community Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Children	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

### Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### Monitoring and evaluating the policy

Parents, carers, and pupils have been informed that the school has an equality policy and is committed to equality of opportunity for all pupils. The school monitors the impact of its policies and procedures on different groups and the effectiveness of such policies is assessed through self-evaluation procedures.

Chair of Governors

Mrs V Brelsford

Headteacher

Miss R Chadwick

Date of review: November 2016

Date of next review: November 2020

Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on the DfE website:  
<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>