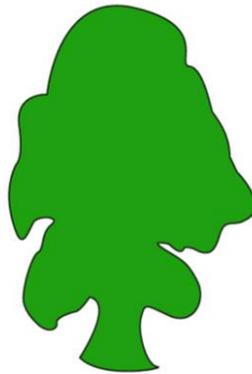


Equality Policy

FOR ELMHURST SCHOOL



Adopted:	July 2017
Next Review Date:	June 2019
Responsible Committee	Full Governing Body

Signed:

Headteacher:	Mrs R Lee
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Chair of Governors:	Dr D Gamble
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EQUALITY AND DIVERSITY STATEMENT

Monitor and Review

Every two years, we will review our equalities objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Legal Duties

As a school we welcome our duties under the Equality Act 2010 and are determined to comply with it.

We understand the principles of the Act and the work needed to ensure that those with 'protected characteristics', or connected to someone with protected characteristics (such as a parent or sibling), are not discriminated against and are given equality of opportunity.

Protected characteristics under the Equality Act are:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

Our general duties are to:

- tackle discrimination, harassment and victimisation against people from different protected characteristics;
- promote equality of opportunity and outcomes between people of different protected characteristics;
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Similarly, we will not discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way we provide education,
- in the way we allow pupils access to any benefit, facility or service
- by exclusions or punishment, or,
- in any reference we later write for them.

In order to meet our general duties, listed above, the law requires us to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions
We will not 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 and progress
- 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.

The requirements of the Equality Act 2010 do not change the school's function in relation to identifying and addressing Special Educational Needs in line with the Special Educational Needs and Disability (SEND) Code of Practice 2014. However, the Act now gives us a duty requiring us to provide auxiliary aids and services where these have not been otherwise provided. This is likely to include when a child is new to the country (so their needs have not been identified previously) or with a child whose needs have changed as a result of a traumatic event. The aids immediately required by these children will, where reasonable, be provided as a result of applying this policy. In order to do this, we will discuss what aids and services might be required with parents of children, the child's teacher and any relevant professional specialist agencies. The SEN Code of Practice will also be applied to ensure the child's needs are then properly assessed and, subsequently, that those needs continue to be met. It will also ensure an effective holistic approach and that all relevant information is collated rigorously.

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. We also understand we have many other duties, including our duty of care to our pupils, and our duty to deliver key areas of the curriculum.

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.

We will also ensure that decisions we take in areas related to the Act will be recorded to show that we have actively considered our equality duties and asked ourselves relevant questions.

GIVING ALL CHILDREN THE BEST POSSIBLE OPPORTUNITIES TO ENSURE THEY ACHIEVE WELL, ENJOY SCHOOL AND LOVE TO LEARN

Elmhurst has a commitment to achieving high academic standards and ensuring all children feel safe, secure and valued by having their social & emotional needs met. We will continue to strive to improve opportunities for the children and community by working closely with the County Council, Buckinghamshire Learning Trust, other schools and outside agencies.

Through our inclusive practices we have developed systems to ensure every child's progress is monitored on a termly basis. Our deployment of personnel and financial resources reflect the needs of individual children and ensure that all children are nurtured in their learning journey.

The knowledge, understanding and skills our children need to be productive members of society, is the central focus and driver for curriculum development.

Children need:

- *Creative thinking skills – the ability to solve problems. The work force of today continually faces change due to technological advances. Successful adults need to be able to learn, analyse, prioritise, identify appropriate strategies and adapt.*
- *ICT confidence – this is intrinsic to all aspects of adult life today and knowing about e-safety is crucially important.*
- *Emotional skills – knowing how to act as a productive team member – understanding what constitutes “helpful and unhelpful talk”, being able to co-operate, persevere, respect others’ opinions and know their own worth.*
- *Social skills – development of positive attitudes towards others through knowledge of different ethnic groups – customs and religions. We live, work and socialise with people from across the world within Aylesbury.*
- *Community Involvement – knowing that there are different roles within a community, that they are members of the local community, the immediate locality, Aylesbury town, the UK and the world. Knowing that belonging to these groups places responsibilities on them as individuals.*

Our school is very culturally and religiously diverse and has a range of needs. Some of our families are new to the country and parents are keen to develop their basic skills so that they can improve opportunities for themselves and their whole family. Similarly, there are many community members who are keen to use previous skills to ensure the community continue to learn the values and traditions of their respective cultures.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and robustly and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

Responsibility

We believe that promoting Equality is the responsibility of all at the school and involves all stakeholders:

School Community	Responsibility
Governing Board	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head teacher	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. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Senior Leadership Team	To support the Head as above Ensure fair treatment and access to services and opportunities. 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.
Non-Teaching Staff	Support the school and the governing board 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 board 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.
Pupils	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.

We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them on our website.

Complaints

Complaints with regard to this policy will be dealt with via the school's complaints procedure, a copy of which is available from the school office. Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on the Department for Education's website: Equality Act 2010: advice for schools (May 2014 update) at www.gov.uk.

How does the school promote equality of opportunity?

The list below does not capture everything which happens at Elmhurst to promote equality, but will provide some information about the efforts which the school goes to in order to create an inclusive learning community and eliminate discrimination.

- All staff are aware of the Equality Act 2010 and Elmhurst is committed to a culture of inclusion.
- Our uniform policy is sensitive to the needs of different religious customs.
- Pupils celebrate cultural diversity and learn about discrimination through assemblies (including assemblies about British Values) and the PSHE curriculum.
- We support social integration, including social skills groups within school and community groups at the Children's Centre.
- All types of bullying and/or racism are recorded in the school's Bullying Log (Behaviour Watch) and reported to the Governing Board by the Headteacher.
- Pupils are encouraged to share their views on the school through the learning council and through pupil interviews with SLT members and governors.
- All staff are encouraged to share their views on the school through an annual questionnaire.
- We support pupils (and their families) who speak English as an Additional Language (EAL) with a designated member of the inclusion team (Parent Engagement Officer) and opportunities for the translation of important letters and documents.
- We host courses in our Parent Room (Harding Room) for parents with EAL.
- In addition to the opportunity to visit the school at different times and take part in termly consultation meetings, parents and carers have the opportunity to share their views on the school through the annual questionnaire and termly Parents' Forum.
- We produce an annual workforce census and recognise that a diverse workforce can bring benefits in promoting opportunity, fostering good relations and prohibiting harassment.

Equal opportunities relating to 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. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community. As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Our Equality Objectives for 2016-18 are:

- By 2018, to have improved the attainment of boys at the end of Key Stage 1 in reading, writing and mathematics so that it at least matches the national level for boys in each subject.
- By 2018, to have improved the attainment of boys at the end of Key Stage 2 in reading and mathematics so that it at least matches the national level for boys in each subject.
- By 2018, to have improved the progress of pupils with Special Educational Needs and/or Disabilities in reading and mathematics from the end of Key Stage 1 to the end of Key Stage 2, so that they at least match the national rates of progress for this group of pupils.
- By 2018, to have maintained the good performance of pupils for whom the school receives the Pupil Premium so that attainment and progress measures for these pupils at both Key Stages 1 and 2 are above national levels.
- To continue to educate pupils about prejudice and stereotypes through assemblies and work in the classroom e.g. PSHE.

See also our School Equalities Information and Analysis Report produced on an annual basis.