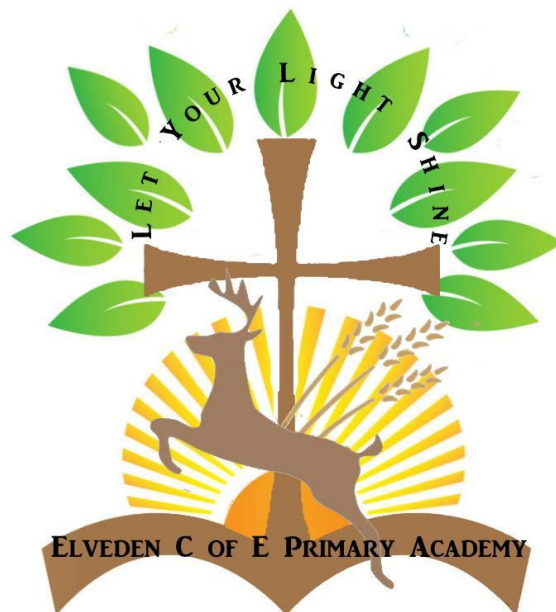


Elveden Church of England Primary Academy



Equality and Inclusion Policy

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Reviewed: June 2021

Review Date: June 2024

1. The Equality and Inclusion Policy

Introduction

- 1.1 The Equality Policy sets out Elveden Church of England Primary Academy's approach to promoting equality and diversity. The policy responds to the statutory duties relating to disability, gender and race equality which require the publication of disability, gender equality schemes and a race equality policy. [See the Elveden Public Sector Equality Duty Statement on the school website.](#) While this Plan meets these legislative requirements, the schools have recognised the importance of ensuring that its policies and procedures are effective in promoting equality and tackling discrimination.
- 1.2 This policy sets out:
- background information about the area and the school;
 - The school's overall approach to promoting equality, recognising and celebrating diversity and tackling discrimination;
 - specific sections on race equality, disability equality, sexual equality and gender equality

The Legislation

- 1.4 A wide range of equality legislation is in place which places duties on public bodies, including schools, to promote equality and tackle discrimination. Race equality duties result from the Race Relations (Amendment) Act 2000. Schools are required to produce Disability and Gender Equality Schemes. This results from specific duties schools must follow outlined in the Disability Discrimination Act 2005 and the Equality Act 2010 respectively and the accompanying regulations. More detail about the legislation is included in the particular sections on disability, gender and race.
- 1.5 There is a range of other equality legislation which places duties upon the schools to which they must adhere but there is, as yet, no specific requirement to publish schemes or policies in these areas. Both schools have, however, included allusions to some of these other areas within its equality and diversity policy and will be working to integrate fully its approach to promoting equality in the areas of age, religion or belief and sexual orientation into this plan in the future if required.
- 1.6 Any requirements resulting from the duty to promote community cohesion as described in the Education and Inspections Act 2006 will also be incorporated into the plan.

- 1.7 The Equality policy sets out in detail how the school intends to meet its statutory duties and follow best practice. It is effectively a strategy which summarises the school's approach to equality across the whole school community.

2. The School Context – What sort of school are we?

Elveden

- Elveden is a Church of England Primary Academy whereby all children are valued and encouraged to be the best they can be.
- Our vision: 'We celebrate the uniqueness of every child and encourage them to shine in all they do, building a memory bank of learning experiences which prepare them for life's journey' 'Let your Light Shine' (Matthew 5:16) encompasses an inclusive approach under God's guidance.
- Our vision reflects the partnership working along with the idea of learning being a journey that we are all on and we take everyone with us as an inclusive school.
- Children's baseline scores at the school over recent years have been below average.
- Children come from a wide range of local areas including Elveden, Brandon, Thetford and a number of local villages.
- The Elveden wards from which the majority children come have a lower than average % adult higher education and a lower than average % of high social class households.
- The school has 25% SEN
- The school has 16% Pupil Premium.
- The school currently has 86 on roll.
- The school has 5 children with English as an Additional Language and 9 children (10%) who come from minority ethnic backgrounds.
- The school has 1 post looked after children.

3. Equality – aims and values

- 3.1 The purpose of the Equality Plan for Elveden Academy is about providing equality and excellence for all in order to promote the highest possible standards. The principles of this plan applies to all members of the school community – pupils, staff, governors, parents and community members.

3.2 Our Equality plan is based **on the following 7 key principles**

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which

people may face, in relation to disability, background, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

4. Our approach to promoting equality

4.1 The overall objective of our Equality policy is to provide a framework for the school to pursue its equality objectives to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

4.2 Elveden Academy is committed to equality principles, and will work consistently to ensure that all pupils and staff are encouraged to achieve their full potential; a culture of respect for others is engendered and differences between people are recognised and celebrated. The schools will endeavour to create a community where pupils are well prepared for life in a diverse, pluralist society

4.3 Elveden Academy aim to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, background, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, social class, where the person lives or spent convictions.

5. Leadership, Management and Governance

- 5.1 The governing body is committed to meeting its duties under equality legislation and aims to follow the good practice set out in the statutory codes of practice and guidance which support the legislation.
- 5.2 While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.
- 5.3 The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance.
- 5.4 The governing body recognises that discrimination may occur on more than one ground at the same time and that equality of opportunity cannot be achieved by always treating all people alike
- 5.5 The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

6. Policy planning, implementation and review

- 6.1 The governing body will endeavour to ensure that all relevant policies reflect the school's vision, ethos, values and attitudes and commitment to the principles of equality and that this commitment is reflected clearly in all its work.
- 6.2 All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.
- 6.3 All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.
- 6.4 As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.
- 6.5 Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

7. Staffing: Recruitment and staff development

- 7.1 Elveden Academy adhere to recruitment and selection procedures which are fair, equal and in line with statutory duties, local authority guidance and, where appropriate, diocesan guidelines. Our schools seek to encourage people from under-represented groups to apply for positions at all levels in the school.

- 7.2 Elveden Academy routinely monitors all recruitment activity and staff in post by the statutory equality indicators of gender, ethnic background and disability and fulfils its responsibility to provide the data to the local authority annually.
- 7.3 Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction programme. Staff handbooks and regular professional development activities are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures.
- 7.4 Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

8. Personal development and pastoral care

- 8.1 The pastoral support system takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society.
- 8.2 Elveden Academy provide appropriate support for EAL pupils and encourages them to use their home and community languages.
- 8.3 Elveden Academy provides appropriate support for Looked after children and ensures that they, and their families, are supported through the Early Help offer as appropriate.
- 8.4 Support is given to victims and perpetrators of harassment and unacceptable behaviour. External agencies are involved, where appropriate.
- 8.5 Monitoring data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.
- 8.6 The schools will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEND will be used to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

9. Learning and Teaching

- 9.1 All pupils have access to the mainstream curriculum in accordance with SEND Code of Practice guidelines.

- 9.2 Classroom staff ensure that the classroom is an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.
- 9.3 Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators.
- 9.4 Classroom staff encourage pupils to become independent and to take appropriate responsibility for their own learning.
- 9.5 Staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
- 9.6 Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

10. School Curriculum

- 10.1 Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The Senior Leadership team monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds.
- 10.2 The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of, boys and girls; pupils who are disabled; pupils learning English as an additional language; pupils from minority groups; pupils who are more able; pupils with special educational needs; pupils who are looked after by the local authority and pupils who are at risk of disaffection and exclusion.
- 10.3 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils.
- 10.4 The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
- 10.5 Extra-curricular activities and special events, e.g. school productions, cater for the interests and capabilities of all pupils. The schools will give due regard to parental preferences and concerns.
- 10.6 Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

11. Admissions attendance, behaviour, discipline and exclusion

- 11.1 The admissions process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all pupils.
- 11.2 Comprehensive information about pupils' ethnicity, first language, religion, physical needs, diet, etc., is included in all admissions' forms
- 11.3 The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions.
- 11.4 Exclusions and attendance are monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues.
- There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils. Parents are invited to discuss any underlying reason for poor attendance and persistent absence with SLT/EWO/ Safeguarding & Wellbeing Officer.
- 11.5 Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic, biphobic, transphobic or potentially damaging to any group is always unacceptable.
- 11.6 Appropriate provision is made for leave of absence for religious observance for pupils and staff.

12. Attainment, progress and assessment

- 12.1 Staff have high expectations of all pupils and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement.
- 12.2 The monitoring and analysing of pupil performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of pupils where there are patterns of underachievement. The school ensures that action is taken to counteract this.
- 12.3 Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias.
- 12.4 Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

13. Partnership with parents and the community

- 13.1 Elveden Academy endeavour to provide information material for parents in accessible, user-friendly language and formats and the schools will endeavour to provide information in community languages, and alternative formats when requested.
- 13.2 Progress reports to parents are provided in a range of formats in order to ensure that all parents have the opportunity to participate in the dialogue. E.g. Parents are offered a midyear meeting to discuss their child's midyear report. Translators are welcome to attend.
- 13.3 All parents are encouraged to participate at all levels in the full life of the school. Information and meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of parents from all groups whose children are pupils at the schools. Actions are included in the school's action plan to address any inconsistencies.
- 13.4 When appropriate the schools will take steps to encourage the involvement and participation of under-represented groups of parents and sections of the community.
- 13.5 Elveden Academy works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and at times may target minority or marginalised groups.
- 13.6 The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties.
- 13.7 Elveden Academy recognises it also has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives.

14. Measuring Progress

- 14.1 Progress on this Equality policy will be reviewed on a regular basis. The results of reviews will be published in formats that give the widest accessibility. However, the schemes contained within this plan and their accompanying action plans each have a statutory timetable for publication. This may mean that sections of this plan will be reviewed at different times.
- 14.2 The schools uses a range of mechanisms to consult with and obtain feedback from its pupils, parents and staff and other interested parties. These include questionnaires to parents and pupils, use of school council, informal discussions with parents etc.

15. Future Strategic Priorities

- 15.1 While Elveden Academy has achieved a great deal, they acknowledge that there is always more that can be done to promote equality. It will use the Equality policy and the Public Sector Equality Plan to help drive its work forward.
- 15.2 Elveden Academy recognise that it has finite resources and will be unable to achieve all the desired changes at once. The duties under the various acts are proportionate in that the weight given to equality should be proportionate to its relevance to a particular function. In practice, this means that the schools will need to continue to give greatest consideration and resources to those areas it assesses as having the greatest need. Improving pupil achievement where differential has been found to exist and promoting an inclusive environment are areas where particular attention, therefore, might be focussed.
- 15.3 Through its auditing process and the development of this policy, including taking account of the views of those consulted during this process, the school's governing body have identified a range of equality and diversity priorities for action over the three years of the policy. These will be detailed in the school development plan and published on the school website.

Action required	How this will be achieved	Who is responsible	Outcome
1. To narrow the gap of progress made between boys and girls across the school.	Identify ways to engage boys with writing, working with GTech education. Ensure topics are engaging for boys and provides opportunities to excel.	Govs/SLT	End of year data for all year groups demonstrate that the gap is closing.
2. To analyse statistical data (Attendance, SEN, EAL, PP) to ensure that there are not any trends that could be the cause of discriminatory behaviour or actions.	Identify vulnerable groups across the school and look at attendance trends. Identify ways to support these children and analyse causes and potential barriers.	Govs/SLT/CE	Trends are addressed and school works with families to ensure children's attendance is high.
3. To ensure that staff induction includes	Staff induction pack includes Equality and	Govs/SLT	The school to have a clear induction programme to embed

raising awareness of, and staff understanding their responsibilities under, the Equality Act.	inclusion policy and 'Valuing all God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying'		a culture and shared understanding of equality.
4: Adopting a whole-school approach which will provide staff with guidance on how to deal with homophobia in school.	Awareness days: 'Show Racism the Red card', LGBTQ unit of work, staff CPD.	SLT	Staff feel confident to address homophobia in the correct way as it arises. Staff feedback and observations/CPOMs.