

Equality and Diversity Policy

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1. Mission Statement

To create an environment where children thrive and knowledge matters.

2. Purpose of Policy Statement

At Turner Schools we have due regard for our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations. This policy incorporates gender equality, race equality and disability equality.

This policy sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment. Through our ethos of human flourishing, we will continuously strive to ensure that everyone is treated with respect and dignity.

Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. Equal opportunities will underpin all policies and will be a factor underpinning the monitoring of all aspects of school life and achievement. Policies and procedures will be regularly monitored as will the impact of procedures on different groups (by race, gender, disability and in the light of community cohesion).

3. Trust Values

Our ethos: We are schools with HEART

- H** - High Expectations (our teachers are brilliant and help pupils reach the highest standards)
- E** - **Energy** (Our enthusiasm for learning is conveyed in our planning and engaging lesson)
- A** - Academics (our curriculum is academically rigorous, founded on tried and tested subjects)
- R** - Reading (everyone a reader in Turner Schools - it's our job to teach and share the joy of reading)
- T** - Trust (We are good people that the community can trust, and we exhibit professional standards and respect in all our relationships)

The Trust works actively to promote equality and foster positive attitudes by:

- Treating all those within the school community as individuals with their own particular abilities, challenges, attitudes, background and experience.
- Creating and maintaining a school ethos which promotes equality, develops understanding, and challenges myths, stereotypes, misconceptions and prejudices.
- Ensuring that we respect people's protected characteristics (as outlined in the Equality Act 2010).
- Encouraging everyone in our school community to gain strength of character, a positive self-image and high self-esteem.
- Having high expectations of everyone.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Monitoring, evaluating and reviewing to secure continuous improvement in all that we do.

4. Equality Legislation

This equality and diversity policy enables Turner Schools to meet our statutory obligations under the equality duties. Specific, measurable targets for each area of legislation will be set once pupil data emerges. The key pieces of equality legislation are: The Equality Act 2010 (this replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act). Our Equality Objectives will be published on our school website and set annually by the Governing Body .

This equality and diversity policy outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff. Introduction to this equality and diversity policy will be included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection/safeguarding, health and safety and behaviour policies form part of the induction process.

5. Staff Responsibilities

5.1 The Principal and Leadership Team

The Principal and Leadership Team will demonstrate through their personal leadership, the importance of the policy. The Principal will ensure that all staff are aware of the policy and understand their role and responsibilities in relation to it, and will assess and monitor the impact of the policy. Outcomes will be reported to the Local Governing Body annually via the Principal's report. Where additional funding is available for raising the achievement of specific groups of pupils, the Principal will ensure that the additional resources are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.

5.2 Staff

Staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues. All Staff will be aware of the Equality Objectives.

5.3 Pupils

Pupils will be made aware of how the equality and diversity policy applies to them. They will learn to treat each other with respect and have the confidence to report incidents to adults.

5.4 Parents and Carers

Parents and Carers will be encouraged to participate fully in implementing the equality and diversity policy – particularly by reinforcing its ethos at home. Parents/Carers will be invited to comment on the policy and will be regularly updated on progress.

6. Breach of Policy

Any action which constitutes, or could be deemed to constitute, a breach of the policy – in the first instance to the Principal. It will be for the Principal, in consultation with other relevant staff, to decide on appropriate responses.

7. Monitoring, Assessing and Reviewing the Policy

We will monitor the impact of this policy on pupils, parents and staff. In particular, we will monitor the impact of our policies on the attainment levels of our pupils. To monitor our pupils' attainment we will collect information about pupils' performance and progress, analyse it and use it to examine trends. To help interpret this information we will monitor other areas that could have an adverse impact on pupils' attainment such as:

- Attendance
- Exclusion
- Harassment and bullying
- Curriculum teaching and learning (including language and cultural needs) and provision for pupils with special educational needs and gifted and talented pupils
- Membership of the Local Governing Body
- Parental involvement
- Working with the community
- Support advice and guidance

Monitoring information will help us to see what progress we are making towards meeting our targets and aims. In particular it will help us to:

- Highlight any difference between pupils.
- Ask why these differences exist and test explanations given.
- Review the effectiveness of current targets and objectives.
- Decide what further action will be necessary to meet particular needs and to improve the performance of pupils (which might include positive action).
- Rethink and set targets in relevant strategic plans.
- Take action to make improvements.

8. Harassment

Turner Schools is committed to maintaining an environment where all pupils and employees are able to learn and work without discrimination, harassment or bullying. The school recognises that harassment is intimidating and can be a harmful and distressing form of discrimination. As an essential part of eradicating discrimination, harassment will not be tolerated in the school. The school recognises that both harassment and bullying can lower morale, cause distress, anxiety, fear, ill-health, and can interfere with the effectiveness of learning and working.

9. Community Cohesion

We work together with our local community to build community cohesion by promoting equality of opportunity and inclusion for different groups of pupils within our school and encouraging our pupils to actively engage with others to understand what they all hold in common. Our activity to promote community cohesion can be grouped under the following areas:

- Teaching, learning and curriculum
- Equity and excellence.
- Engagement

10. Equity and Excellence

- Monitoring systems and procedures within the school focus on raising the achievement and attainment of all pupils within the school so that every pupil is supported and enabled to fulfil their educational potential.

11. Assessing impact

The school will monitor the impact of this policy on all our pupils, parents and members of staff. The results of Equality Impact Assessments will be submitted to Trust and will be available to parents and pupils on request.

The main question for assessing the impact of all our school's policies – giving special attention to pupils' attainment levels – will include the following:

- Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
- Which groups of pupils are not achieving as much as they can? Why not?
- How do we explain any differences? Are the explanations justified?
- Do our policy aims lead to actions to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent bullying)?
- What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?

To answer these questions we will do the following:

- Collect and analyse relevant monitoring and other data.
- Talk to parents, pupils and staff to find out their needs and opinions.
- Carry out surveys or special research.

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies.
- Influence and guide planning and decision making.

12. Making the policy available

We will make this policy widely available both within the school community and in the wider community so that the Trust, Governors, staff, pupils and parents/carers are aware of its contents.

We will do this by:

- Formally adopting the policy at a Trust Board meeting and recording this in minutes.
- Posting the policy on the school website.
- Discussing the policy with pupils and making sure they know what it means.
- Producing the policy in alternative formats on request.

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