

# **Seven Fields School**

## **Equal Opportunities Policy**

### **1 Introduction :Aims and objectives**

**1.1** All children and young people should be able to achieve their potential, whatever their ethnic, cultural background, age, gender, whether they are disabled and whichever school they attend. Education has a pivotal role to play in helping students appreciate that diversity [in all respects e.g. gender, age, race, sexuality, disability etc.] is enriching. All pupils are entitled to learn about diverse people so that wherever their future professional and personal lives take them, they have developed a sense of respect, curiosity and integrity about those who are different from them.

**1.2** In schools, equality of opportunity means setting the highest standards, removing and overcoming barriers that may prevent pupils and staff from achieving high standards. Moreover there should be a link with the wider agenda for school reform, so that the school workforce is supported, partnerships are developed beyond the classroom and schools specialism which enables us to innovate and work with other schools.

At a national level, the DCSF Circular, **Social Inclusion**, made clear its importance: *"Commitment to equal opportunities: parents and pupils should know that the school has an equal opportunities policy and is committed to equality of opportunity for all pupils. Schools should monitor the impact of their policies and procedures on different groups (by race, gender and disability). The effectiveness of such policies should be assessed at Directors' meetings."*

### **2. Race Equality**

**2.1** This is an average size Academy school where the number of pupils attending the school is increasing. In addition, it has a Nursery with 63 places and a 42 placement for 2 year olds. where children attend for half a day. A small proportion of pupils are from minority ethnic families. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The majority have specific learning or behavioural, social and emotional difficulties. More than 50% of pupils take up their entitlement to free school meals and significant numberof pupils are eligible for Pupil Premium Plus Funding. Attainment on entry is well below expectations for two, three-and four-year-olds. It is therefore important that a school such as ours ensures that we take a proactive and sensitive approach to the promotion of equality of opportunity through education.

### **2.2 Policy Statement and Aims**

This policy sets out our commitment to tackle discrimination racism and radicalization whether direct or indirect, individual or institutional and promoting equality of opportunity and good race relations across all areas of school activities, including

our dealing with parents and the community. The school is active in ensuring that the directors and staff meet the requirements of the Prevent Strategy (2015).

**2.3** At Seven Fields School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.

The School is committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.

**2.4** We will achieve these by:

- preparing pupils for life in a diverse society and world
- respecting and valuing linguistic, cultural and religious diversity in the (wider) community
- develop pupils' sense of personal and cultural identity which is confident and open to change and receptive and respectful towards other identities
- ensuring that an inclusive ethos is established and maintained
- acknowledging the existence of racism and being proactive in tackling and eliminating racial discrimination
- making the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued
- ensuring that issues related to racism and racial equality are recognised across all areas of school activity
- Ensuring that racial equality is an integral part of all planning and decision making within the school.

### **3 Roles and Responsibilities**

#### **3.1 Directors**

**The Board of Directors is responsible for ensuring that the school fulfils its legal responsibilities and that this policy and its related procedures and strategies are implemented**

#### **3.2 Head teacher**

The Head Teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities, are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

#### **3.3**

##### **Staff**

There are Phase leaders within each Key stage who work with all staff to ensure racial equality work and dealing with reported incidents of racism and racial harassment.

All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an Additional Language and to incorporate principles of equality and diversity into all aspects of their work.

### **3.4 Contractors and Other Service Providers**

Visitors and contractors will be made aware of and expected to comply with the school's race equality policy.

## **4 Implementing this Race Equality Policy**

### **4.1 Other School Policies**

We will ensure that the principles and procedures above feature in all policies and practices especially,

- Pupils' progress, attainment and assessment, including ethnic monitoring.
- behaviour, discipline and exclusions
- pupils' personal development and pastoral care
- teaching and learning
- admissions and attendance
- the content of the curriculum
- staff recruitment and professional development
- partnerships with parents and communities
- Ensuring relevant and statutory training is available for all staff.

### **4.2 Guidance, Support and Training**

The School will review the training opportunities available to its entire staff and introduce additional provision where necessary or desirable. The school adheres to statutory training and updating.

### **4.3 The School's Action Planning**

The Head teacher will be responsible for including in the school's action plan for approval by the Directors Board. The action plan will identify objectives, links to other plans, actions, responsibilities, resources, time-scales, success indicators and targets as well as monitoring and evaluation which promotes the equality of opportunity for all pupils..

Phase and other subject leaders should refer to this policy in their personal action plans and priorities for action areas that come under their responsibilities in this and future years.

### **4.4 Monitoring and Assessing Policy Impact**

The School has in place arrangements to monitor, by reference to different racial groups, the recruitment and selection of members of staff, the admission and progress of pupils. The results of these monitoring processes are collated by the School's senior staff and reported to the Directors Board. In addition to the monitoring and assessment arrangements already in place, the School is setting in place procedures to ensure that additional monitoring is undertaken as necessary to ensure that the School is able to identify possible improvements in its practices.

Through supervision of staff, consultation with parents and the local community, the school will assess the impact of its race equality policy and other polices on pupils, staff and parents from different ethnic groups. The school will also assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. The school will assess the effectiveness of its other policies through the existing arrangements for developing and reviewing school policies.

Results of reviews, monitoring and assessments will be made available to parents and the community through newsletters and the annual report to parents.

The monitoring and assessment results will be published yearly. Results will be made available to all Stake holders, staff, parents, community groups and organisations on request.

Date approved by Board of Directors.....28<sup>th</sup>June. 2016.....

## **5      Disability Equality.**

### **5.1    School Ethos, Vision & Values**

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

**This school will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.**

### **5.2    What do we understand by “disability”?**

**“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities” (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act:-**

- **People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis**
- **For a mental impairment the need for it to be clinically well recognised has been removed.**

The Disability Equality in Education (DEE) recommends that all pupils with SEND Act (2014) and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

**5.3** Seven Fields School recognises that disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole”

For other definitions see the Disability Rights Commission website or the SEND Act and Code of Practice

This school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs..

#### **5.4 The General Duty**

**We will actively seek to:**

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons –This means not representing people in a demeaning way, and it also means not pretending they don’t exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.
- (DDA 2005 S.49A

**5.5** The production of this disability equality duty provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

**5.6** These actions may include some priorities to increase access to the curriculum, the physical environment and the provision of information. They should include measures to increase participation such as: directly asking pupils with a disability to be on the student council; setting up a disabled pupils' council group; or advocacy support to help pupils with e.g. ASD participate in debates

**5.7 All children with disabilities should have a voice within the school and have and opportunity to be involved in the development of the schools practice and policy.**

## **6      The duty of the school**

**6.1**   The duty requires public authorities to have due regard to the need to take steps to take account of disabled persons' disabilities, even when that involves treating disabled people more favourably than other people.

**6.2 The school must ensure that we:**

- **Developing a voice for disabled pupils, staff and parents/carers**
- **Ensure people are aware of how the Board of Directors contributes to the life of the school.**
- **Removing barriers -physical, curriculum and information (communications) - making the school more accessible**
- **Ensure the Curriculum, including teaching and learning -develops positive attitudes.**
- **To ensure that the school deals effectively with harassment and bullying and ensures it is clear in how discrimination, bullying, harassment of disabled children and adults will be dealt with.**
- **Make reasonable adjustments for all those with disabilities.**
- **Ensure the school has in place for gathering information about performance of the school on disability equality, including pupil performance, curriculum opportunities, social opportunities and admissions.**

## **7. Gender Equality.**

### **7.1 School Ethos, Vision & Values**

This school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, regardless of gender. We will ensure that neither males nor females or transgender individuals are treated less favourably in any procedures, practices or aspects of service delivery.

This school will not tolerate harassment of people based on their gender or transgender status. Therefore the school's equal opportunity/equality and diversity policy and harassment policy should be seen as covering the rights of transgender people.

**7.2.** The school strives to ensure that policy, procedures and practices do not disadvantage any person and supports the dignity and privacy of transgender people.

### **7.3 What do we understand by "gender"?**

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

### **7.4 Schools Strategic Priorities**

- To ensure we continue to support all families including those with gender equality issues to improve the performance and social inclusion of children.

- To identify strengths and weaknesses of the school in promoting gender equality. What information do we have? What does it tell us? What information will we have to collect?
- To ensure the training needs of the school regarding the gender equality is in place and meets the needs of our families. To make use of external expertise.
- To assess and monitor the attainment and progress of all pupils by gender to ensure equality of access for all. The school will report the results to the necessary authorities to ensure the data is placed on relevant information.

## **8 The Duties**

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including schools. The Gender Equality Duty has two parts to it, the “general” duty and the “specific” duty. The duties of the Equal Opportunities Scheme are placed within the school’s 3 year Action Planning and are reviewed as part of this document.

### **8.1 The General Duty**

**We will actively seek to:**

- **Eliminate unlawful discrimination and harassment**
- **Promote equality of opportunity between men and women**

### **8.2 The Specific Duty**

**We will:**

- **Consult teaching and non-teaching staff, pupils, parents and local community groups to help determine our gender equality objectives**
- **Gather and use information on how our school policies and practices affect gender equality – both in our workforce and in our education functions (considering the need to include objectives to address the cause of any gender pay gap)**

## **9 Reviewing/Monitoring**

**9.1** The school is going to use the information gathered, in particular reviewing the effectiveness of its 3-year action plan and preparing the subsequent scheme. Self evaluate effectiveness of the scheme

Evaluate how disabled people are being consulted in the production, setting targets and monitoring of the scheme. What action is being taken and by when, how will the school know when it has achieved its objectives?

The scheme must be reviewed and publicly commented upon each year and revised at least every three years.

**Review Date** \_\_\_\_\_ June 2016.\_\_\_\_\_

**Senior Member of Staff Responsible**    Daivd Cole. Z McCormick.

- Signed:

- Date: