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## Equality and Diversity Strategy

### School's Aims and Values

At the Emmaus Federation we have due regard for our duties under the Equality Act 2010. This Equality and Diversity Scheme reflects our duties to: eliminate discrimination, advance equality of opportunity and foster good relations.

This scheme sets out our commitment to promoting equality and community cohesion and eliminating discrimination and harassment.

Through our community ethos 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, ability and age; however the School's retirement age is now 67.

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 the said policies and procedures on different groups (by race, gender, disability and in the light of community cohesion).

The school works actively to promote equality and foster positive attitudes and commitment to an education for equality; we shall continue to do this by:

- Treating all those within the school community (e.g. pupils, governors, parents and the community) as individuals with their own particular abilities, challenges, attitudes, background and experience.
- Aiming to promote equal opportunity for employment in its service and equitable terms and conditions for all staff, so that employees are recruited, trained and promoted on the basis of their ability, their fitness for the work and the requirements of the job.
- 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 a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school community.

- 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 all the above to secure continuous improvement in all that we do.

### **Equality Legislation**

This equality and diversity scheme enables the Emmaus Federation to meet our statutory obligations under the equality duties outlined below and includes a set of specific measurable targets for each area of legislation. 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.

#### **Duty to Promote Community Cohesion**

The Education and inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted to report on the contributions made in this area. The duty on schools came into from September 1 2007.

### **Roles and Responsibilities**

This equality and diversity scheme 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 scheme will be included in induction arrangements for all staff new to the school in the same way as child protection/safeguarding, health and safety and behaviour policies form part of the induction process.

### **The Head and Leadership Team**

The Head and Leadership Team will demonstrate through their personal leadership, the importance of the scheme. The Head will ensure that all staff are aware of the scheme and understand their role and responsibilities in relation to it, and will assess and monitor the impact of the scheme; outcomes will be reported to the

Governing Body annually via the Head's report. Where additional funding is available for raising the achievement of specific groups of pupils, the Head will ensure that the additional resource are used appropriately. They will be targeted on the basis of identified need and outcomes are monitored.

### **Governors**

The Governing body has agreed this scheme and will assess and monitor the impact of the scheme via the Standards Committee. The Governing Body will also ensure that they record any actions they take with regard to the Equality Act 2010 – this may be in their minutes or on an Equality Record sheet.

### **All Staff**

All staff – will familiarise themselves with this scheme and know what their responsibilities are in ensuring that it is implemented.

Teachers will know the implications of the scheme for their planning, teaching and learning strategies as well as for behavioural issues.

### **Pupils**

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

#### **• Parents/Carers**

Parents and Carers will be encouraged to participate fully in implementing the equality and diversity scheme within the school – particularly by reinforcing its ethos at home.

### **Breach of the Policy**

We will ensure that all governors, staff, pupils and parents are aware of the content of the scheme and their responsibilities under it.

All governors, staff, pupils and parents will be expected to abide by the scheme. All persons covered by the scheme will be aware of their responsibilities to report any action, which constitutes, or could be deemed to constitute, a breach of the scheme – in the first instance to the Head Teacher and or member of the senior leadership team. It will be for the Head Teacher in consultation with other relevant staff, to decide on appropriate response to any breach of the scheme, depending on circumstances and seriousness.

This may include amongst other actions:

- Formal or informal warnings (under the School's Behaviour Policy)
- Involvement of Governors
- Fixed term or permanent exclusion

### **Monitoring, Assessing and Reviewing the Policy**

We will monitor the impact of this scheme 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 pupil's 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
- Punishment and reward
- Membership of the 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
- Links will be made with Performance Management objectives which will include qualitative information as well as quantitative data
- Take action to make improvements

### **Harassment**

The Emmaus Federation 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 interfere with the effectiveness of learning and working.

### **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 and extended services

Specific examples of the activity we implement to promote community cohesion include:

#### **Teaching, learning and curriculum**

- The PSHE curriculum focus on themes of community cohesion, friendship, anti-bullying, quarrelling, working together, cooperation, religious and ethnic diversity, trusting others, sharing, racism, laws in society, positive thinking
- The annual harvest appeals and specific 'charity days' raise money and gifts for a range of local community needs, UK and international charities (e.g. Children in Need, Comic/Sports Relief, Macmillan Coffee Days)
- We provide a high level of targeted support for EAL pupils to enable them to achieve at the highest possible level at school
- We take part in a range of special event days to promote awareness of wider social issues, e.g. Comic/Sports Relief
- Established an active School and Eco Council that enables the pupil body to have an active participation in making a difference in school
- Established a theology committee 'Little Fish' to provide spiritual, moral, social and cultural guidance within school
- Other curricular links promote cohesiveness – e.g. PREVENT training, the promotion of British values debating issues in literacy, comparisons and contrasts of places in the UK,
- All pupils have regular laptop and internet access to support their learning

- International Day

### **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.
- Each year, the Governing body reviews admissions procedures and the admissions policy.
- Parents survey

### **Engagement and extended services:**

- There is a very active PTFA that organises many events for the parent and pupil bodies throughout the year, including very successful Christmas and Summer Fairs which are attended and enjoyed by the extended community.
- Many children attend after school clubs which include choir, drama, art, Tai Kwando, running
- Some examples of the opportunities for parents to become engaged with the school are through coffee mornings, curriculum evenings, Internet Safety parents briefing, EYFS open days, parent courses planned for spring 2016.
- Provision of extended services and community use of facilities for activities that take place out of school hours, include the use of the school hall at Sutterton Fourfields CE Primary by the community.
- Senior Assistant Head attends Cluster Meetings with local schools.

### **Assessing the impact of policies**

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies. 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?
- Does each relevant policy include aims to deal with pupil attainment differences between pupils? 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?
- Can any action we take be traced back to individual policy aims and related targets and strategies?
- Is the action taken appropriate and effective? Are there any unexpected results? If so how are they being handled?
- Does each relevant policy include aims to promote equality and harmony, prevent or challenge discrimination?
- Does each relevant policy's aim lead to effective action?
- What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions we will consider the following:

- Collecting and analysing relevant monitoring and other data including RAISE online.
- Talking to parents, pupils and staff to find out their needs and opinions
- Carrying out surveys or special research

We will use the results of these assessments to:

- Rethink our equality aims, targets and strategies
- Influence and guide their planning and decision make

### **Making the scheme available**

We will make this scheme widely available both within the school community and in the wider community so that all the Governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

- Formally adopting the scheme at a Governing body meeting and recording this in minutes
- Distributing copies of the adopted scheme to all members of staff
- Discussing the scheme with pupils and making sure they know what it means
- Making copies available to parents

Approved: November 2015

Review Date: Autumn 2018

Signed:

Claire Collett  
Executive Headteacher

Emma Woods  
Chair of Governors