Applied Educational Solutions

Developing the whole student

Equalities Policy

Policy last reviewed: April 2017
To be reviewed: April 2018

Introduction
Applied Educational Solutions is an inclusive setting where we focus on the well-being and progress of every child and where all members of our community are of equal worth.
We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.
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.

Our approach to equality is based on the following 7 key principles
1. All learners are of equal value. The school is committed to equal treatment for all regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity status.

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, 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 students. We expect that all students can make good progress and achieve to their highest potential

7. We work to raise standards for all students. We believe that improving the quality of education for the most vulnerable groups of students will enable them to re-enter full-time education in a setting appropriate to their needs, with increased confidence and ability.

Purpose of the policy
The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them

less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not part of the school provisions related to students.

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties

The **Public Sector Equality Duty** or "general duty"

This requires all public organisations, including schools to

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two "specific duties"

This requires all public organisations, including schools to

1. Publish information to show compliance with the Equality Duty by April 6th 2012
2. Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

Appendix 1 is a checklist of key equality considerations

Development of the policy

This policy was developed by the school staff in consultation with students, parents and carers. It is part of our commitment to promoting equalities and providing an inclusive school. We consulted with Enfield Students and Young Peoples Service to ensure that we included their perspective of equalities issues.

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

Links to other policies and documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our SEF and parent/carer induction pack.

There are also references in the behaviour, admissions, SEN and anti-bullying policies. The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in the Recruitment Policy.

What we are doing to eliminate discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled students being placed at a disadvantage compared to their non-disabled peers.
- The Proprietor ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school. We make a record of each specific equality consideration and this is available for review if required.
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school Policy on Behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff induction pack on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify students who have a disability through our pupil admissions meetings. The majority of the students attending this provision have a statement of SEN.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We collect, analyse and publish data:
on the school population by gender and ethnicity;
on the % of students identified as having a special educational need and/or disability and by their principal need or disability;
by year group – in terms of ethnicity, gender and proficiency in English;
on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English
on data in relation to attendance and exclusions of different groups

- This information can be found in the SEF.
- We are aware that the legislation relates mainly to current but also to future students – we will for example, be sufficiently prepared if a Visually Impaired, Hearing impaired or Gypsy Roma Traveller pupil joins our school.
- We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all students
- We provide support to students at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:
- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys

- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.
- We are also implementing an Accessibility Plan 2014-17 designed to: increase the extent to which students with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled students and their parents.

Positive Action
We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.
What we are doing to foster good relations
- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events eg Black History Month, Deaf Awareness week

Other ways we address equality issues
We maintain records of all training relating to equalities
We evaluate of aspects of equalities
We keep minutes of meetings where equality issues are discussed
We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well being of our students.
The implications for equalities of new policies and practices are considered before they are introduced
In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:
- review relevant feedback from the annual parent questionnaire, student feedback, parents' evenings, parent-school forum and/or focus meetings.
- secure and analyse responses from staff surveys, staff meetings and training events
- review feedback and responses from the students and groups of students, from the PSHE lessons and from discussions with them at entry and exit meetings.
- analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;

Publishing Equality Objectives

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we **achieve improved outcomes** for the different groups. We analyse equality data which informs our discussions about the equality objectives.

Our Equality Objective for 2014-2016 is

- All EAL students to make at least 2 levels progress across KS2 in reading

Our school development plan sets out how we will meet our equality objective.

Monitoring and reviewing objectives

We review and update our equality objective every two years and report annually to the LA and parents/carers on progress towards achieving them. We involve and consult staff, students and parents and carers.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Proprietor

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

The Lead Teacher has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

Teaching and Support Staff
All teaching and support staff will:
- promote an inclusive and collaborative ethos in the school
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will go through the principal expectations and duties of the Equality Act at a whole staff meeting at the start of the school year.

Visitors
All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information to enable them to do this.

Key contacts
Staff responsible for equalities: Rollandos Constantinides and Ibrahim Hamza

Equal Opportunities for staff
- This section deals with aspects of 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 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, students and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and Reviewing the policy
We review the information about equalities in the policy annually and make adjustments as appropriate. Our review involves students, staff and parents and carers.

Disseminating the policy
This Equality Policy along with the Equality Objectives and data is available

as paper copies in the school
in parent/carer induction pack
on display for visitors, including parents and carers
as part of induction for new staff
We ensure that the whole school community knows about the policy, objectives and data through regular meetings with parents/carers, assemblies, staff meetings and other communication.

Signed:
………………………………………………………………………………Centre Director
Date:

APPENDIX ONE
Check list for school staff

- The school collects information on race, disability and gender with regards to both students and staff, e.g. pupil achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents/carers, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all students to understand and celebrate diversity and difference
- All groups of students are encouraged to participate in school life and make a positive contribution, e.g. through class assemblies.
- The school monitors bullying and harassment of students in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multi-media resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and class assemblies
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment is increasingly accessible possible to students, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered

- The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.

Meeting the Public Sector Equality Duty at Applied Educational Solutions

	Curriculum	Knowledge & Use of Data	Ethos & Environment
Eliminate unlawful discrimination, harassment and victimisation	• RE curriculum • Equality Scheme • PHSCE curriculum • Annual anti-bullying (Friendship) week • Black history teaching both during Black History Months and through other curriculum areas such as 'people who made a difference.' • Assemblies, for example disability awareness (May 2017) and 'Im special, I'm Me' anti bullying (Nov 2017) • Resources chosen to support	• Identification and understanding of characteristics of the groups making up the school community. • Awareness and understanding of groups within the community. • Collect & use data on incidents of bad behaviour including bullying	• Staff training on promoting resilience (September 2015) • School vision includes clear statement about equality • Behaviour policy • Peer Mentoring scheme including Mediators and Buddies. • Regular assemblies about community values • Environment monitored through Equalities actions

	Curriculum	Knowledge & Use of Data	Ethos & Environment
Advance equality of opportunity between different groups	• Representation of protected categories in curriculum materials where appropriate, e.g. a range of races and cultures in texts. • Units of work across the curriculum, which teach about different groups, e.g. 'Different Lives' ; stories from other cultures in all years • Assemblies on themes such as cooperation, conflict resolution. • Learning is differentiated to take into account a range of skills (daily planning) • PHSE curriculum • Action to engage boys in writing from Y3 through to Y9 • Maths word problems reflect school equality policy. • Opportunities for all parents to support their students through support sessions at parent	• Data analysis on attainment of different groups • Data on school population maintained and analysed. • Data on attendance analysed. • Data used to improve outcomes for targeted students/families • Record, monitor and analyse data about behaviour and bullying. • Share data and analyses with LA. • Data from parent surveys and pupil voice analysed, outcomes acted on and impact evaluated. • Progress of pupil groups tracked, data analysed,	• Training for all staff (Equalities, safeguarding, managing behaviour) • Representation of different groups in displays and resources • Representation of Equalities agenda in displays and resources • Strong ethos re: equalities values through display, 'citizenship scheme', assemblies. • Action to promote engagement in activities from all groups, e.g. targeting by centre manager and LA parent support workers. • Visible role models representing the equality agenda e.g. visit to assembly from disabled sportsman, workshops from female scientist. • Open access schemes such as peer mentor.

	meetings • Trips and activities in school are accessible to all.	action taken and impact evaluated. • Groups of students offered interventions to improve outcomes. Impact evaluated. • All analyses of data on groups used to reduce gaps in attainment and progress.	

	Curriculum	Knowledge & Use of Data	Ethos & Environment
Foster good relations between different groups	• Global curriculum – link with primary school in other country • Trips • Knowledge about different races/cultures through History and Geography topics (e.g. Ancient Egyptians) • Black History Month • Learning about festivals • Extended	• Awareness of different groups within school and local community • Monitor behaviour and analyse outcomes. Evaluate impact of actions arising. • Record incidents of bullying and racism. Analyse data, take action and evaluate impact.	• International evening • After School Club- homework • Assemblies cover celebrations in different cultures. • Resiliency work • Parent events in school e.g. creative activities for parents. • Displays, induction pack • Using positive language • Using clear English

	schools and sports activities • Assemblies promoting respect between different groups		• Providing information in community languages or providing translation when indicated.