

# Equality Statement

2020 - 2021



**Exeter**  
a learning community

**Approved by:** Draft

**Date:** 12.01.2020

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31.01.2021

At Exeter a learning community, the spiritual, moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment.

There must be consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

### **Section 1: Legal Framework**

The Equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promotes equality of opportunity for all in order to establish a fair and more equal society. The Public Sector Equality Duty (2011) with the Act covers the following protected characteristics; age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identity, marriage and civil partnership.

The Education and Inspections Act (2006) also highlights our duty as a school to contribute to the development of cohesive communities both within our school's physical boundaries, and within our local, national and global environments.

Our school also embraces the duties set out 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 which promote working together with others to improve children's educational and wellbeing outcomes.

### **Section 2: Exeter a learning community Values**

At Exeter a learning community, we seek to embed equality of access, opportunity and outcomes to all members of our school community, within all aspects of school life. As a school, we are guided by the following values:

#### **I CARE**

- I – Integrity
- C – Creativity
- A – Aspiration
- R – Respect and Responsibility
- E – Empathy

### **Section 3: Guiding Principles**

#### **a) Eliminating Discrimination**

Within Exeter a learning community, the following actions are undertaken to eliminate any form of discrimination and prohibited conduct amongst the whole school community for the protection of its pupils and staff.

- All school policies are written with ensuring equality of the pupils and staff within the school and this is clearly shown within the whole school values shown within these key documents
- The school creed, which underpins the whole school philosophy, which is shared with all stakeholders and taught within the school, promotes the key messages of equality, individuality and eliminating any form of prejudice
- With the review of the Equality Statement annually, any changes with the policy are shared within team meetings, and expectations and responsibilities, in respect of this policy, are shared with staff as a reminder
- All staff appointments and promotions are made on the basis of merit and ability
- Most staff undertaking recruitment within the school have undertaken Safer Recruitment Training to ensure equality in the appointment of new members of staff adhering to recruitment and selection processes that are fair and in line with statutory duties
- Ensuring all members of staff within school receive annual performance reviews and that training and development opportunities are available to all staff, subject to budget constraints
- Admission arrangements for pupils are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors

#### **b) Advancing Equality of Opportunity**

Our school believes that it is important to ensure we have a shared view of advancing equality of opportunity between people who share protected characteristics as well as those that do not share it.

**We undertake this in the following ways:**

- Detailed assessment analysis is undertaken regularly by the Senior Management Team and Senior Leadership Team
- Equality objectives are written to provide clear vision and focused action to reduce inequality and provide specific support to individuals and groups of pupils
- Behavioral incidents, including bullying and racist incidents, are recorded on the schools tracking system with the actions undertaken also recorded. These are analyzed by a key member of staff in order to look for trends and patterns in order to ensure all children have the same opportunities of feeling safe, welcome and happy within school
- PSHE (Personal Social Health and Education), RE and Responsible Citizen areas of the curriculum regularly address ideas of equality through tolerance, friendship and sharing an understanding of a range of religions or cultures
- A wide range of enrichment opportunities, including visits and clubs, which are open to all children, making reasonable adjustments where necessary. Assemblies within the school tackle issues that are barriers to equality, such as bullying and hate crime, and promote diversity through celebrating cultural events and the achievements of individuals from a wide range of backgrounds.

## **Section 4: Equality Objective**

Our equality objectives are written for four academic years. However, we will constantly review them and we will report annually on our progress towards achieving them.

## **Section 5: Addressing Prejudice and Prejudice- Related Bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs
- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travelers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

We address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses to the above.

We keep a record of all prejudice-related incidents and, if requested, provide a report to the Local Authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

## **Section 6: Roles and Responsibilities**

### **a) The Role of the Governors**

- The Governing Body is responsible for ensuring that the school complies with legislation and this statement and its related procedures are implemented
- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff
- The Governing Body seeks to ensure that that people are not discriminated against when applying for jobs at our school
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to ensure school communication is as inclusive as possible for all stakeholders
- The Governors welcome all applications to join the school regardless of the child's socio-economic background, ethnicity, gender or disability

## **b) The Role of the Principal**

- The Principal is responsible for implementing the policy and ensuring that all staff are aware of their responsibilities
- The Principal ensures that all appointment panels give due regard to the plan so no one is discriminated when it comes to employment or training
- The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness
- The Principal promotes the principle of equal opportunity when developing the curriculum and participation in school life

## **c) The Role of all Staff**

- All staff will promote an inclusive and collaborative ethos within their classroom and ensure all children are treated fairly
- All staff will strive to provide a curriculum and material that gives positive images based on ethnicity, gender and disability as well as challenging any stereotypes
- All staff will challenge any incidents of prejudice, racism and homophobia and record the incidents drawing them to the attention of the Senior Leadership Team
- All staff will keep up to date with equalities legislation relevant to their work

## **Section 7: Staff Development and Training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **Section 8: Monitoring and Review**

In line with legal requirements, this Equality Statement will be reviewed annually and any adaptations presented to the Governing Body. It will then be shared via the school's website and staff meetings.

## **Section 9: Dealing with Complaints**

At Exeter a learning community, we endeavor to get it right as we put the needs of the pupils and staff first. Exeter a learning community parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. However, if this fails and a parent wishes to make a formal complaint, the Governing Body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

## **Section 10: Safeguarding**

At Exeter a learning community, safeguarding and child protection is paramount and we believe that students have the right to learn in a supportive, caring environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern, Exeter a learning community procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Designated Safeguarding Leads (Sue Martin, Jennifer Doherty and Karen Lloyd).

## **Exeter a learning community Equality Objectives 2020 – 2021**

At Exeter a learning community, the spiritual, social moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfillment. There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development. To achieve this, our equality objectives are as follows:

- To promote spiritual, moral, social and cultural development and understanding through a rich range of experience, both in and beyond the school.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and enrichment activities
- Narrow the attainment gap between those children in receipt of Pupil Premium and those who are not
  - To allow equal access to information for all parents
  - To ensure the school environment is accessible to all pupils, staff and visitors.

Date: January 2020

Review Date: January 2021