

Altmore and Lathom Schools Federation Equality Policy

Altmore and Lathom Schools encompass three very successful settings in East Ham, East London: Altmore Children's Centre, Altmore Infant School and Lathom Junior School. All settings are large, welcoming and happy sites, with the highest expectations and aspirations for all children and stakeholders. Our learning community is creative, exciting and well supported by all - there is a genuine commitment by all staff to ensure that our children get the best possible start to their learning journey and achieve their potential. As settings, we strive to achieve a cohesive community and expect children to value one another and behave with respect towards each another, whilst encouraging parents to fully engage in and support all that we do.

We are inclusive settings where everyone is valued and where we focus on the holistic wellbeing and progress of every child. We promote a culture of inclusion, tolerance and diversity, and aim to enhance the sense of community and belonging in our local context, as well as in the context of the UK and the wider World communities. We believe that the Equalities Act 2010 provides a framework to support our commitment to promoting equality. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Aims

Our Equality Policy outlines the commitment of all staff, children and Governors across the Federation. We aim to ensure that equality of opportunity is available to all members of the school community. For our schools, this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We believe that equality across our schools should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued, and of equal worth.

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 pupils 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 pupils.]

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

Our school aims to meet its obligations under the **Public Sector Equality Duty** or “**general duty**” by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and those who do not share it

There are two “**specific duties**”. These require all public organisations, including schools to:

1. Publish information to show compliance with the Equality Duty.
2. Publish equality objectives at least every 4 years which are specific and measurable.

Legislation and guidance

This document meets the requirements under the following legislation:

- The [Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

- The [Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The [Equality Act 2010](#)

Roles and Responsibilities

All staff, pupils and other members of our community have responsibilities in relation to equality, diversity and inclusion.

The Governing Board will:

- Appoint a link Governor to ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Monitor the implementation of the policy to check progress, assessing the impact on staff, pupils and parents - sharing and discussing feedback
- Ensure that all Governors are aware of their legal responsibilities under equality legislation
- Approve the equality information published annually and the objectives published every four years
- Attend any relevant training in regard to equalities and diversity
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Executive Headteacher and Heads of Schools will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Effectively communicate and monitor implementation of this policy and report back to Governors
- Ensure that staff, pupils, parents and our partners are aware of its content, expectations, and their roles and responsibilities in its implementation
- Promote a culture of respect, fairness and co-operation that recognises and celebrates diversity and community cohesion
- Identify and provide appropriate professional development opportunities for staff that provide them with the knowledge, skills and understanding they need to meet the requirements of this policy
- Promote equal opportunities and diversity when developing the curriculum and participation in the life of the school
- Respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimisation

All staff will:

- Recognise and understand the role and responsibilities they have in their day-to-day work to:
 - Promote an inclusive and collaborative ethos in their classrooms
 - Challenge prejudice and discrimination, promote equality and foster good relations
 - Tackle bias and stereotyping
 - Respond fairly and appropriately to incidents of discrimination and harassment and report these
 - Respond appropriately to the needs of pupils, staff and others with protected characteristics and encourage pupils to do the same
 - Plan and deliver learning that reflect the school's principles, e.g., in providing materials that give positive images in terms of race, gender and disability
 - Maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability, etc.
 - Keep up-to-date with equalities legislation relevant to their work.

Eliminating discrimination

- The school will ensure:

- Staff, pupils, parents and members of our local community are treated fairly, legally and not disadvantaged in any way
- The consistent application of policies that do not allow, or accept discrimination, harassment and victimisation of any kind, and promote an ethos of fairness understood and followed by all
- The promotion of positive behaviour expectations, delivered through a clear and consistently applied code of conduct/behaviour policy, where all incidents of bullying or discrimination are responded to in a timely and appropriate way
- All policies relating to recruitment and employment of staff are in line with LA guidance, policy and procedures
- Pupil admissions, exclusions and fair access protocols are followed, ensuring pupils receive appropriate provision and learning, and when necessary, with appropriate adjustments being made
- The celebration of achievement and effort of all children through our curriculum, displays, learning environments and assemblies
- All new staff are made aware of this policy as part of their induction and on-going professional development
- All topics/themes and references discussed in meetings will be minuted and shared
- The policy is disseminated via our newsletters, website and staff briefings

Advancing equality of opportunity between different groups

- The school will ensure:
 - The removal, and/or minimising of disadvantage suffered by people which are connected to a particular characteristic they have, e.g., pupils with SEND, ensuring appropriate support, and access to provision is in place; those who are being subjected to homophobic bullying, responding immediately to bullying of any kind; etc.
 - Taking steps to meet the particular needs of people who have a particular characteristic, e.g., supporting cultural celebrations for pupils and adults from different ethnic groups, etc.
 - Participation by pupils (including those with a particular characteristic) in all learning opportunities, including those during/after the school day, by offering a range of familiar/unfamiliar experiences, encouraging them to take risks
 - Pupils, staff and parents 'have a voice' and are able to express their views which impacts positively on practice
 - Training supports staff in their knowledge and understanding of issues, e.g., conscious/unconscious bias, gender stereotyping, etc. enabling them to promote equality of opportunity
 - Monitoring and analysis of attainment data identifies strengths and areas for improvement/development for specific groups - implementing actions in response to any underperformance and celebrating successes, e.g., improved attainment for particular groups, etc.
 - Attendance (and absence) of children, e.g., with SEND, and/or those from particular ethnic groups is monitored closely and support offered to parents where needed

Fostering good relations between groups who share a protected characteristic and those who do not

- The school will ensure:
 - The promotion of tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching RE, Citizenship, Personal, Social, Health and Economic (PSHE) education, but also activities in other curriculum areas, e.g., by ensuring texts and topics from a range of cultures promote positive role models, positive messages, attitudes and respect
 - Assemblies address and encourage discussion regarding relevant issues, promoting pupils' Spiritual, Moral, Social and Cultural (SMSC) awareness and development. Pupils are encouraged to engage and participate fully, particularly when visitors/external organisations/groups are invited to speak and contribute.
 - Pupils and staff have opportunities to engage with our local community, e.g., by inviting leaders of local faith groups to speak; organising school visits and activities within our local community; participating in national awareness days and events: *Visit a Place of Worship Week, Faith in Schools, Holocaust Memorial Day*, etc.; engaging with people/organisations who have specialist knowledge which informs and helps to develop our approach: *National Autism Day, RNIB*, etc.

- Pupils have 'a voice' and are empowered to share concerns, observations and opinions appropriately using non-derogatory language, and to make decisions, e.g., through peer representation - the School Council, Buddy Experts, Peer Mediators, Playground Buddies, etc.
- All pupils have equal access and are encouraged to participate fully in school activities, e.g., sports clubs, after school clubs, and any extra-curricular provision, etc.

Monitoring

- Due regard to equality considerations is given:
 - Whenever significant decisions are made; this includes the impact of decisions on particular groups
 - Throughout the academic year during regular discussions and scrutiny of pupil attainment and progress data
 - During scrutiny of pupil's work, e.g., curriculum coverage, evidence of pupil's knowledge and understanding
 - During regular scrutiny of attendance/absence data (pupils and staff)
 - Whenever discussion and monitoring of pupil's behaviour is necessary
 - As feedback is received from our pupils via 'Pupil Voice', as well as from parents
 - Whenever staff feedback is received, e.g., analysis of feedback from staff training
 - The Governing Board will update the equality information we publish at least every year
 - This document will be reviewed by the Governing Board at least every four years
 - This document will be approved by the Governing Board

Other policies that our equality policy links to:

- Admissions policy
- Attendance policy
- Behaviour and Anti-Bullying policy
- Code of Conduct
- Dignity at Work policy
- Safeguarding policy
- SEND policy

Our approach to equality is based on the following key principles:

1. All learners are of equal value

Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

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 background, 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, that their views are heard and are 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 aspect of their work, including in recruitment and promotion, and in continuing professional development.

6. We have the highest expectations of all our children

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

7. We work to raise standards for all pupils, but especially for the most vulnerable

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Objectives:

| Aim | Objective | Action | Personnel | What success looks like |
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| <p>Advance equality of opportunity between different groups</p> | <p>To ensure high expectations of every pupil - monitoring of pupil progress and attainment confirms every child is 'getting back on track' and making expected progress (despite lockdown).</p> | <p>The delivery of, and access to, a vibrant, enriched and appropriate curriculum that promotes positive role models, ensuring pupils have rich learning experiences that inspire them.</p> <p>Effective teaching and learning that ensures our curriculum offer promotes access, equality, community understanding and celebrates diversity.</p> <p>Effective teaching in a variety of styles, enables the implementation of a range of strategies and adjustments that meet the individual and collective needs of pupils.</p> | <p>Members of the Leadership Team</p> <p>Teachers</p> <p>SENCO</p> <p>Support staff</p> | <p>Pupil's progress is in-line with national and local expectations</p> <p>Pupils confidently access provision and extend their knowledge and understanding in a range of contexts.</p> <p>Pupils are able to communicate appropriately in a range of situations.</p> |
| <p>Eliminate discrimination</p> | <p>To eliminate discrimination, harassment and victimisation, ensuring children are able to concentrate on their learning and staff on their teaching.</p> | <p>Consistent implementation and application of our policies and practice in relation to: pupil behaviour, discipline and exclusions ensuring pupils demonstrate tolerance and respect towards one another.</p> <p>To raise awareness of the impact of bullying, especially where this relates to protected characteristics.</p> | <p>Members of the Leadership Team</p> <p>Teachers</p> <p>SENDSCO</p> <p>Support staff</p> <p>Learning Mentors</p> | <p>Pupils are able to express their opinions and thoughts using appropriate language.</p> <p>Pupils recognise discrimination and know what action to take.</p> <p>Positive staff engagement in CPD ensures timely, appropriate responses and action are taken to any issue or incident that may arise.</p> |

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| | | <p>To continue to challenge stereotyping in assemblies, RSHE and other lessons as appropriate in whole class sessions and work, smaller group sessions and 1:1 sessions.</p> <p>Our policies and practice in relation to admissions and attendance ensure fair access and promote consistently good attendance.</p> <p>Our policies and practice in relation to staff ensure that they feel valued, represented and heard.</p> <p>To monitor the impact of the curriculum to ensure that it promotes role models which pupils will positively identify with and who reflect the school's diversity in terms of race, gender and disability.</p> <p>Our curriculum maps are updated.</p> <p>Staff access training to familiarise themselves with the policy. This includes incorporation into ECT induction.</p> <p>The Equality Policy will be published and promoted through the website, newsletter and staff meetings.</p> <p>Objectives are reviewed and highlighted regularly at staff meetings etc. so that everyone is familiar.</p> | <p>Early Help & Wellbeing staff</p> <p>DSL and DDSLs</p> | <p>Our curriculum promotes role models which pupils will positively identify with</p> <p>Our curriculum reflects our school's diversity</p> |
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| <p>Foster good relations between groups who share a protected characteristic and those who do not</p> | <p>All members of our school community have a clear understanding of difference(s) and promote the inclusive ethos of our school.</p> | <p>Our pupils, in particular those with protected characteristics are able to confidently demonstrate their knowledge and understanding by participating in collaborative experiences that excite them.</p> <p>Our staff continue to be positive role models, acknowledging and representing the richness and diversity of British society, helping to increase pupil's awareness and to prepare them for their future.</p> <p>Our care, guidance and support of pupils and their families ensures that they are confident and feel ready to move forward to the next stage of their education.</p> <p>The implementation of the Education4Change framework.</p> | <p>Members of the Leadership Team</p> <p>Teachers</p> <p>SENDCO</p> <p>Support staff</p> <p>Learning Mentors</p> | <p>All pupils and staff feel valued. Our school environment continues to be encouraging and enabling to all.</p> <p>The needs of every pupil are successfully met.</p> <p>Our school community demonstrates greater awareness of diversity.</p> |
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Appendix 1: Equality Act 2010 Protected Characteristics

| Protected Characteristic | |
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| Age | The Act protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it, i.e., if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination. |
| Disability | Under the Act, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. |
| Gender Reassignment | The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts or has completed a process to change his, or her gender. The Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would be covered. Where transsexual people are absent from work or study because they propose to undergo, are undergoing or have undergone gender reassignment, it is discrimination to treat them less favourably than they would be treated if they were absent because they were ill or injured. |
| Marriage and Civil Partnership | The Act protects employees who are married or in a civil partnership against discrimination. Single people are not protected. |
| Pregnancy and Maternity | A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and any statutory maternity leave to which she is entitled. |
| Race | For the purposes of the Act 'race' includes colour, nationality and ethnic or national origins. |
| Religion or Belief | In the Equality Act, religion includes any religion. It also includes a lack of religion, in other words employees or job seekers are protected if they do not follow a certain religion or have no religion at all. Additionally, a religion must have a clear structure and belief system. Belief means any religious or philosophical belief or the lack of such belief. To be protected, a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour. Denominations or sects within a religion can be considered a protected religion or religious belief. Discrimination because of religion or belief can occur even where both the discriminator and recipient are of the same religion or belief. |
| Sex | Both men and women are protected under the Act. |
| Sexual Orientation | The Act protects bisexual, gay, hetero-sexual and lesbian people. |