



## Altmore and Lathom Schools Federation

### Equality Policy

Reviewed and Updated: January 2014



#### **ETHOS:**

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 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 other, whilst encouraging parents to fully engage in and support all that we do.

We 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 support the UN Convention on the Rights of the Child (UNCRC) – 1989; the UN Convention on the Rights of People with Disabilities (UNCRPD) 2014, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, able to enjoy and achieve well in their learning, and to actively contribute to the wider community.

This document outlines the objectives for 2014 - 2017, reviewing these in the 4<sup>th</sup> year of each cycle.

#### **INTRODUCTION**

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.

At our schools, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion, belief, sexual orientation, age or any other recognised area of discrimination.

We aim to comply with the Public Sector Equality Duty (PESD). This duty establishes, in section 149 of the Equality Act 2010, that public authorities are required to pay due regard to:

- Eliminate all forms of discrimination, harassment and victimisation that are prohibited by the Equality Act; and
- Advance equality of opportunity; and
- Foster good relations between people who share a protected characteristic and those who do not.

The Single Equality Act combines the existing equalities legislation. Primarily these are the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act of 1976, the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 1995 and three major statutory instruments of recent years protecting discrimination in employment on grounds of religion or belief, sexual orientation and age. It also builds on the 2006 Equality Act which instigated the Equality and Human Rights Commission. The 2010 Act imposes equality duties in respect of each of the equality strands (*now called protected characteristics*).

#### **What we do:**

Altmore and Lathom promote equality of opportunity in their day-to-day practice as indicated by the following:

### **Teaching and Learning:**

The schools set out to provide opportunities for success, enabling all children to reach their potential. This manifests itself through:

- the effective use and scrutiny of data to monitor and track achievement of all children
- the monitoring of achievement by ethnicity, disability and gender
- the setting of challenging targets for teachers and school leaders
- the consultation of staff and children
- the promotion of good behaviour expectations, delivered through a clear and consistently applied behaviour policy
- the celebration of achievement and effort of all children through our displays, learning environments and good work assemblies
- the promotion of values that challenge prejudice through our P4C sessions including teaching children about British Values and what it means to be British
- the seeking of parental support for learning through our Family Learning programmes and extended services offer delivered through our Children's Centre

### **Exclusion and inclusion:**

The school bases its exclusion protocol and inclusion programme on the behaviour policy.

This expresses the values that are important to the Altmore and Lathom Schools community and which manifest themselves in respectful relationships. To ensure exclusion and inclusion are undertaken fairly we will continue to:

- Analyse attainment data once a term including using our PASS online Programme – this surveys our *Pupils Attitude to School and Self*
- Analyse end of year data against agreed targets
- Work with outside agencies to provide support for children including all Newham support services
- Prepare reports for the Governing Body to ensure any trends are identified

### **Admissions:**

The Admissions criteria that are agreed by the Governing Body promote fair access for all. Children who are Looked After (CLA) are admitted under the Fair Access protocols.

### **Equal Opportunities for staff:**

Our Federation has recently been accredited with the *Investors in People Award (Gold)*, this demonstrates how the Leadership and Management teams are committed to providing and ensuring equality of opportunity for all staff.

Appointments and promotions are made on the basis of merit and ability in compliance with the law. Delegation of the appointments of staff is clearly listed in the Finance Policy.

The Governing Body, as the employer, actively promotes equality for all and ensures recruitment and retention are monitored.

All staff have appropriate CPD opportunities. The Leadership and Management teams recognise that effective CPD needs to support the Federation's robust Performance Management and Appraisal process. CPD opportunities are therefore bespoke and aid in the on-going commitment to staff development.

### **Equality and the law:**

Schools have a number of statutory duties which must be met in-line with legislation:

- Race Relations (amendment) Act (2000)
- Disability Equality Duty (2005)
- Equality Act (2010)

### **The Race Equality Duty requires us as Federated Schools to:**

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between racial groups

### **Altmore and Lathom Schools will continue to:**

- Report to Governors regarding Equal Opportunities

- Monitor plans and policies by ensuring Senior leaders update and review policies
- Analyse data with reference to *exams*, exclusions and inclusion
- Use the school curriculum and assemblies to promote positive role models, ensuring that children at Altmore and Lathom have a rich learning experience including visitors to the school that will inspire and share information

### **Disability**

The Disability Discrimination Act 2005 defines disability as *someone who has a physical or mental impairment which has substantial or long term adverse effect on his or her ability to carry out "normal day-to-day activities"*.

The act places a duty on schools requiring them to:

- Promote equality of opportunity between disabled people and others
- Eliminate discrimination and harassment of disabled people
- Promote positive attitudes
- Take steps to meet needs of disabled people

### **Altmore and Lathom Schools will continue to:**

- Monitor the Disability Equality Scheme and where there are significant changes report to the Governing Body
- Revise the scheme every three years
- Consult with disabled users to inform actions
- Continue to use the Children's Centre as a resource to consult parents and families within the local community

### **Gender Equality**

- The Gender Equality Duty places a duty on school to:
- Eliminate unlawful discrimination and harassment on the ground of gender
- Promote equality between men and women

### **Altmore and Lathom Schools will continue to:**

- Eliminate unlawful discrimination
- Promote equality between men and women
- Host woman-empowerment groups within our community run by our Children's Centre team
- Enable, advise and support any family facing domestic violence and eradicate through support and education any gender violence
- Promote community cohesion that develops good relations between children from different races, faiths and socio-economic backgrounds

### **Altmore and Lathom Schools will also continue to:**

- Promote respect and tolerance among children through the PSHE and P4C programmes and the RE curriculum following the agreed syllabus taught in all Newham Schools
- Celebrate cultural and religious differences
- Participate in our link school programme with Spain and colleagues in the Netherlands (International Link)
- Link with local places of worship, local schools and local community-based organisations

### **Impact Assessment**

Impact assessment will be carried out on our policy and practice covering aspects of equality such as race, disability and socio-economic status. We will look for ways to improve practice as well as eliminate discrimination. A range of information sources will be gathered to help monitor policies and demonstrate progress in relation to equality impact assessments and inclusion.

### **Children**

We will continue to gather information to carry out equality impact assessments by race and disability with regards to:

- Achievement and progression using our *EMMA* data and Provision map tracking
- Participation in School Council and Class Council including conducting pupil surveys and interviews
- Take-up of extended school provision and extra-curricular activities through the monitoring of Club registers

**Staff:**

We will continue to collect the following with regard to disability, race and gender:

- Staff recruitment, retention.
- CPD
- Disciplinary, grievance, competency

**ROLES AND RESPONSIBILITIES****Governors:**

The Governing Body is committed to the ethos of the three settings within the Federation, which manifests itself in ensuring that there is inclusion for all, irrespective of race, gender and disability. The Governors are committed to ensuring discrimination is eliminated for those applying for roles within the settings on the grounds of race, gender or disability.

Reasonable steps are taken to ensure the different environments across our Federation allow access for those with disabilities and that communication is inclusive for parents, carers and students.\*

*\*The three settings within the Federation are all subject to major building expansion projects. The Executive Headteacher and Premises Manager have ensured that all reasonable adjustments are being considered and made to ensure provision is suitable for children and adults with additional needs both in the Interim and the future.*

The admissions procedure is Inclusive whatever a child's background, race, need or disability. It should of course be noted that Children who are Looked After (CLA) are given priority.

**Headteacher and Heads of School:**

The Executive Headteacher's role is to implement the Equality Plan supported by the Governors, delegating duties to the respective Heads of School based on each site.

The Headteacher and Heads of School will ensure all staff are aware of the equality plan and that staff apply guidelines fairly in all situations. When recruiting and interviewing, all appointment panels must give due regard to the plan in order to avoid discrimination with reference to employment or continued professional development.

The Headteacher promotes equal opportunities when developing the curriculum and participation in the life of the school.

All incidents of unfair treatment, bullying or discrimination are treated with due seriousness and follow school policy and protocols.

**Staff:**

Staff consistently promote the inclusive ethos and vision, by treating each other fairly, equally and with respect, paying due regard to the equality plan. There is an 'openness' which welcomes everyone to our schools.

Staff endeavour to provide appropriate positive images based on race, gender and disability. They challenge any incidents that are disrespectful to gender, race, disability or sexual orientation involving children or other adults recording serious incidents, making them known to the Head of School or Deputies using the procedures that are in place within the school. It should be noted that a racist incident was defined by the *Stephen Lawrence Inquiry Report (1999)* as: *any incident which is perceived to be racist by the victim or any other person.*

As a staff body, we consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the Local Authority. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We also monitor and log bullying incidents, particularly those directed towards those with special educational needs.

**Publishing the plan**

In order to meet statutory requirements we will publish our plan on the school website.