

GOOSEWELL EQUALITIES POLICY



<i>Policy reviewed:</i>	<i>Summer 2018</i>
<i>Date of next Review:</i>	<i>Summer 2021</i>
<i>Who reviewed this policy:</i>	<i>Headteacher</i>

Statement/Principles

The policy outlines the commitment of the staff and Governors of Goosewell Academy to ensure that equality of opportunity is available to all members of the school community. For our school 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 pupils in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community. These include: -

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Community governors
- Multi-agency staff linked to the staff i.e. AEN services staff, school improvement services staff, school attendance service
- Visitors to school
- Trainees on placement

At Goosewell Academy, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. We aim to provide all our school community with a firm foundation which will enable them to fulfil their potential regardless of gender or stereotypes, race, age or disability and we will take positive action to support particular groups where necessary. We will also seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under legislation and taking positive action to address any differences. At Goosewell Academy, we believe diversity is a strength, which should be respected and celebrated by all those who

Goosewell Academy

**At Goosewell everyone is welcomed.
We are proud of our friendly, caring school where we respect and value each other.
Everyone joins together to develop and celebrate our learning, talents and achievements.**

We aim to:

Support everyone to have high expectations of ourselves and take responsibility
for our learning and behaviour – always trying to do our best.

Learn in a colourful, creative and fun place.

Encourage parents/carers to continue to actively
support their child's learning.

Understand and accept that we are all individuals
and respect each other's differences.

Encourage risk taking without fear of failure.

Look after the school's and each others' property.

Learn using a wide and interesting variety of opportunities both within and beyond the school.



Develop creative thinkers and independent learners.

Ensure we have a school where everyone
has a voice that is listened to.

Identify and develop a range of
life skills and interests.

Use everyone's talents, working together as a team
within school and the wider community.

Care for everyone's well-being.

We provide education for all children through appropriate differentiation, resources and facilities (if possible). All children's needs are considered and the full range of flexible responses are made available to accommodate and value their diversity.

Ethos and Atmosphere

At Goosewell Academy, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;

- There should be an 'openness' of atmosphere which welcomes everyone to the school;
- The children are encouraged to greet visitors to the school with friendliness and respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored;
- Physical access to most of the school is mostly straightforward;
- Provision is made to cater for the spiritual needs of all the children through planning of assemblies, classroom based and externally based activities.

Goosewell Academy's Profile and Context March 2018

ALL	Boys	Girls	Service Pupils	Not Service Pupils	PPE6	Not PPE6	FSM now	Not FSM now	Pupils with a family member in prison	BME	Not BME
582	295 50.7%	287 49.3%	161 27.7%	421 72.3%	97 16.7%	485 83.3%	40 6.9%	542 93.1%	7 1.2%	54	528
EHC Plans	EHC plans Support Centre	EHC Plans Total	SEN Support	All SEN	Not SEN	EAL	Not EAL	In Care / LAC	Not in Care	PP+ Adopted	GRT
13 2.2%	10 1.7%	23 4.0%	81 13.9%	104 17.9%	478 82.1%	23 4.0%	559 96.0%	2 0.3%	580 99.7%	3 0.5%	1 0.2%

PPE6: Pupil Premium Ever 6 (pupils who have been in receipt of Free School Meals during the last 6 school years)

EHCP: Education Health Care Plan (formerly known as a Statement of Educational Need)

EAL: English as an Additional Language

LAC: Looked After Pupils (in foster care)

SEN: Special Educational Need

BME: Black or Minority Ethnicity

GRTL: Gypsy, Romany or Traveller

Year	Total in Cohort	B	G	Total in Support Centre	Total in Mainstream	Total SEND including EHCP	EHCP	PP	Service Pupils	EAL	BME	PP+LAC	PP+ adopted from care	GRT
FS	64	30	34	2	62	4	3	6	21	1	8	0	0	0
Y1	71	29	42	3	68	13	5	7	27	5	8	0	1	1
Y2	91	50	41	1	90	16	4	9	24	1	7	0	1	0
Y3	89	45	44	1	88	16	1	15	29	5	10	0	0	0
Y4	90	48	42	1	89	23	3	21	25	3	5	1	0	0
Y5	91	49	42	2	89	21	7	17	21	5	7	0	1	0
Y6	86	44	42	0	86	11	0	22	14	3	9	1	0	0
Total	582	295	287	10	572	104	23	97	161	23	54	2	3	1

Mobility 01.09.2017 to 09.02.2018

<p>The data shows pupils who joined or left the school at times other than induction into Foundation Stage.</p> <p>*Left during summer holiday 2017.</p>	Year	Number of Pupils Who Joined Goosewell			Number of Pupils Who Left Goosewell			Gain/ Loss Sept+	% turbulence *	Year Group Size 09.02.2018
		Boys	Girls	Total	Boys	Girls	Total	Total		
	Foundation Stage	3	2	5	2	1	3	+2	8%	64
	Year 1	2	3	5	1* 0	2* 2	3* 2	+3	8%	70
	Year 2	2	3	5	2	1	3	+2	8%	91
	Year 3	2	4	6	1* 1	1* 3	2* 4	+2	11%	89
	Year 4	0	1	1	1* 1	4	1* 5	-4	7%	90
	Year 5	2	2	4	1* 1	1	1* 2	+2	7%	91
	Year 6	3	0	3	2	2	4	-1	8%	86
	Total	14	15	29	9	14	7* 23	+6	9%	581
29 pupils joined Goosewell since September and 23 left. This is addition to 7 who left at the end of July. 59 pupils have come or gone since the end of Term 6 in 2017 to end of Term 3 2018.										

*Percentage turbulence is the change of pupils in a year group including joiners and leavers. Significant mobility and turbulence for consecutive years.

	Origin of Joiners			Destination of Leavers		
	Boys	Girls	Total	Boys	Girls	Total
Plymstock Schools	0	1	1 (3%)	*1	1	1 (4%)
Rest of Plymouth	3	2	5 (17%)	1	2	3 (13%)
Outside Plymouth	8	9	17 (58%)	1* 3	1* 6	9 (39%)
Overseas	1	4	5 (17%)	1* 4	3	7 (30%)
Independent School	0	0	0 (0%)	0	0	0 (0%)
Special School/ Provision	1	0	1 (3%)	1	1*	1 (4%)
Home Educated	0	0	0 (0%)	0	2	2 (9%)
Excluded	1	0	1 (3%)	1	0	1 (4%)
Services Family	7(54%)	9(56%)	16 (55%)	6(67%)	3(21%)	9 (39%)
Total	13	16	29	9	14	23

The impact of our higher than typical mobility includes:

- Assessing a child's ability so that s/he can be placed in an appropriate group for learning.
- Re-establishing groupings in the class when a child leaves/arrives.
- Managing pupils' inconsistent approaches to learning if they have attended several schools e.g. service families, transient families.
- Identifying and learning about a child's particular needs, especially SEND, EAL or Child Protection.
- Establishing friendship groups and supporting pupils whose close friend has left the school.
- Dealing with the admin of induction e.g. liaising with parents, preparing forms and packs of books to send on with a child, liaising with previous and next schools.
- Adapting class or school SEN support and assessing for need.
- Liaising with external agencies re. SEN/Pupils' Social Care/Education Support.

To help mitigate these issues, we provide a good induction programme involving classroom buddies, PSA/Admin/SENCO/HT support as appropriate, liaison with former and next schools, tour of the school, assessment of child's academic attainment and interests within one week of arrival and a follow up call to parents by our PSA within the first three weeks. Interventions or support for learning or pastoral needs are arranged when needed.

The school has good links with the local community through the provision of extended school activities, local community groups, local professionals who support the work of the school and governors.

We would make any reasonable adjustments to ensure that we could provide equality of access and opportunity for any disabled staff, governors and children.

Legislation

Below is a list of legislation that we as a school used as our guidance when preparing this policy:

- The Equalities Acts
- The Disability Discrimination Act
- The Race Relations Acts
- The Human Rights Act
- The Children's Act
- The European Directives
- The Employment Equality Regulations
- The respective Codes of Practice associated with the legislation

Responsibility for the Policy

This policy will be reviewed annually by the school Senior Leadership Team and reviewed and agreed by the Local Governing body.

Responsibilities within our school community

The Reach South Trustees and Local Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;

The Headteacher and Senior Leadership Team is responsible for:

- Along with the Local Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

PROMOTING EQUALITY THROUGH THE CURRICULUM

Learning and Teaching

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the PSHE and Citizenship curriculum cover issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Identify resources that support staff development.

Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light.

To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school should place a very high priority on the provision for special educational needs and disability. We aim to meet all pupils' learning needs including the Most Able by carefully assessed and administered programmes of work (see SEN policy, Most Able policy and Disability Equality Scheme);

Resources and Materials

The provision of good quality resources and materials within our school has a high priority. All curriculum leaders are aware that resources should

- Reflect “the reality of an ethnically, culturally and sexual diverse society;”
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues
- Be equally accessible to all members of school community consistent with health and safety.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

Language

We recognise that it is important at Goosewell Academy that all members of the school community use appropriate language.

Extra-Curricular Provision

At Goosewell Academy we provide a wide range of extra-curricular activities which are open to pupils regardless of their race, creed, gender or disability.

Where sporting activities are split by gender such as boys and girls sporting teams, we will try to ensure that sport is available to all genders.

Provision for Bilingual Pupils

We aim at Goosewell Academy to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils for whom English is an additional language;
- Pupils who are new to the United Kingdom.

Staff Recruitment and Professional Development

The Local Governing Body will provide equal opportunities to any employee or job applicant and will not discriminate either directly or indirectly on the grounds of age, race, colour, ethnic origin, nationality, sex, religion, marital status, sexuality or disability. The Local Governing Body also affirms its commitment to treat part-time staff as equitably as full-time staff, having regard to national and local conditions of service and to statute.

Harassment and Bullying

See anti-bullying policy and staff bullying and harassment policy

Monitoring and Review

Equality is identified as an area requiring careful and ongoing monitoring in the School

Development plan and due regard is given promotion of all aspects of equality within the SDP. The monitoring at Goosewell Academy will be carried out by the PSHE coordinator. He/she will monitor the progress and impact of the action plan and coordinate with the school SMT to ensure that training and staff resources are available.

We regularly review the impact of our policies on the needs, entitlements and outcomes for all our school community. Assessment strategies used throughout the school are used to ensure that all groups of pupils are making the best possible progress. School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Participation in extra curriculum activities
- Attendance
- Parental involvement

In considering the impact of the agreed action plans we will refer to the impact assessment questions.

Goosewell Academy Action Plan 2018

Equality Duty	Subject	Activity	Aim	Outcome	Review Date & Responsible	Review success
Gender/ More Able	More Able	Policy update. Purchase resources.	To ensure provision for More Able children within classes and to provide out-of-school opportunities	Most Able children's needs met through additional provision/resources.	Summer Term 2018 Most Able Coordinator	Policy / Resources Most Able records of achievement.
Gender/ Age	AFTER-SCHOOL CLUBS	Audit of after-school opportunities.	To ensure clubs are open to both boys and girls and are age appropriate.	After-school clubs available for pupils regardless of gender. Opportunities for all age groups to attend a club at some point during the year.	Summer Term 2018 PE Coordinator	School council reps to feed back at meeting. Report to governors.
Race	RE	Policy review. Purchase resources.	To provide teachers with multi-faith resources to support class teaching.	Each of the principal religions taught and developed as pupils move through the school. Teaching and learning supported through use of resources.	Summer Term 2018 RE Coordinator	Policy / Resources Lesson observations
Race	GLOBAL CITIZENSHIP/M FL/ ICT	Links with schools outside the UK	To gain a better understanding of the lives of others.	Positive relationships formed between pupils and children of their own age living in other countries. An understanding of their lives gained. The ability to communicate in another language developed.	Summer Term 2018 Global citizenship coordinator	Links established. Children communicate Through e-mail / web-cam.
Race	GLOBAL CITIZENSHIP	Visitors invited to whole school /year groups	To understand and respect the cultures /traditions of others	Pupils understanding of other cultures developed through real experiences. Communication developed.	Summer Term 2018 Humanities Team	Variety of visitors to the school. Pupil evaluations/letters of appreciation.
Race	GLOBAL CITIZENSHIP/ P SHE	Purchase resources	To provide teachers with multi-cultural resources to support	Pupils understanding of other cultures developed. Teaching and learning supported through use of high-quality resources.	Summer Term 2018 Global citizenship coordinator	Resources. Lesson observations.
Disability	DATA	To maintain accurate information on pupil, staff and parent	To ensure we meet The needs of pupils, staff and families.	We will be able to meet the needs of school users and more accurate data will inform planning and assessment	Ongoing	Up to date records maintained
Disability	ASSEMBLY	To ensure pupils understand a range of disabilities	To develop a greater awareness and understanding of disability	Children aware of those with disabilities –have an understanding of the challenges that face them and an appreciation of their achievements.	Ongoing JS	Assembly Plans.

Key Topics	Disability	Ethnicity	Gender	Religion
1. Outcomes for learners	<p>Do our policies benefit all learners and potential learners, whether or not they are disabled?</p> <ul style="list-style-type: none"> • Or are disabled learners excluded, disadvantaged or marginalised? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whatever their ethnic, cultural or religious background? • Or are people from certain backgrounds losing out? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners, whichever their gender? • Or are outcomes different for females and males with some being disadvantaged? 	<ul style="list-style-type: none"> • Do our policies benefit all learners and potential learners from all religious and non-religious backgrounds? • Are learners from religious or non-religious backgrounds excluded, disadvantaged or marginalised?
2. Recognising relevant differences	<ul style="list-style-type: none"> • Is due account made of the specific needs and experiences of disabled people? • Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> • Is due account made of different cultural backgrounds? • Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> • Is due account made of women's and men's differing experience? • Or is a 'one size fits all' approach adopted? 	<ul style="list-style-type: none"> • Is due account made of the specific needs and experiences of pupils from all religious groups? • Or are some excluded or not included?
3. Benefits for the workplace	<ul style="list-style-type: none"> • Do all members and potential members of the workforce/pupils benefit, whether or not they are disabled? • Or are reasonable adjustments for disabled staff not made? 	<ul style="list-style-type: none"> • Do all members and potentials members of the workforce/pupils benefit whatever their ethnic, cultural or religious background? • Or are some excluded? 	<ul style="list-style-type: none"> • Do all members and potential members of the workforce benefit, whichever their gender? • Or are there differential impacts, both positive and negative? 	<ul style="list-style-type: none"> • Do all members and potential members of the workforce benefit/pupils benefit whatever their religious or non-religious background? • Or are some excluded or not included?
4. Attitudes, relationships and cohesion	<ul style="list-style-type: none"> • Do our policies promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people? <p>Or is there negativity and little mutual contact</p>	<ul style="list-style-type: none"> • Do our policies promote positive interaction and good relations between different groups and communities? <p>Or are there tensions and negative attitudes</p>	<ul style="list-style-type: none"> • Do our policies promote good relations between women and men? • Or is there mutual hostility perhaps expressed through violence and sexual harassment? 	<ul style="list-style-type: none"> • Do our policies promote good relationships / respect / tolerance / similarities between all religious and non-religious groups? <p>Or do they lead to hostility and promote differences/religious hatred?</p>

Key Topics	Disability	Ethnicity	Gender	Religion
5. Benefits for society	<ul style="list-style-type: none"> Do our policies benefit society as a whole by encouraging participation in public life of all citizens, whether or not they are disabled? Or are disabled people excluded or marginalised? 	<ul style="list-style-type: none"> Do our policies benefit society as a whole by encouraging participation in a public life of citizens from a wide range of backgrounds? Or are certain communities excluded or marginalised? 	<ul style="list-style-type: none"> Do our policies benefit society as a whole by encouraging participation in a public life of women as well as men? Or are women excluded or marginalised? 	<ul style="list-style-type: none"> Do our policies benefit society as a whole by encouraging participation by all religious groups in public life? Or are some religious groups excluded or marginalised?
6. Positive Impact on equality	<ul style="list-style-type: none"> Do our policies help to reduce and remove inequalities between disabled and non-disabled people that currently exist? Or does inequality for disabled people continue? 	Do our policies help to reduce and remove inequalities and poor relations between different communities that currently exist? Or do barriers and inequalities continue?	<ul style="list-style-type: none"> Do our policies help to reduce and remove inequalities between women and men that currently exist? Or do inequalities, for example in seniority and pay, continue? 	<ul style="list-style-type: none"> Do our policies help to reduce inequalities between all religious and non-religious groups? Or are there aspects of the policy which may have a negative impact i.e. celebration of religious observance?
7. Consultation, involvement and accountability	<ul style="list-style-type: none"> Are our policies based on involvement of and consultations with disabled people? Or are the views and experiences of disabled people not sought or not heeded? 	Are our policies based on involvement of and consultation with people from a range of backgrounds? Or are certain views and experiences not sought or not heeded?	Are our policies based on involvement of and consultation with both women and men? Or are the views and experiences of women or men not sought or heeded?	Are our policies based on involvement between all religious and non-religious groups or are the religious/non-religious views of one group more prominent than another?