The Park Federation Academy Trust
The Godolphin Junior Academy

Single Equality Policy

Approval

Signed by the principal on behalf of the CEO and the Board of Directors	Pav Dhillon
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Section 1: Introduction

The policy outlines the commitment of the staff and directors at The Park Federation Academy Trust and all its academies, including The Godolphin Junior Academy, to ensure that the equality of opportunity is available to all. 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 the Trust, celebrating and valuing the equal opportunity achievements and strengths of all members of the federation community. These include:

- Pupils
- Teaching staff
- Support staff
- Parents/carers
- Academy Council Members and Board Directors
- Multi-agency staff linked to the federation
- Visitors to the federation
- Students of placement

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We believe that equality within the Trust and The Godolphin Junior Academy should permeate all aspects of Trust land Academy life and is the responsibility of every member of the Trust and Academy and wider community. Every member of our community should feel safe, secure, valued and of equal worth.

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.

Section 2: Monitoring and Review

Equality is identified as an area requiring careful and on-going monitoring and due regard is given of all aspects of equality. The Principals, including the Principal at The Godolphin Junior Academy, are responsible for co-ordination the monitoring and evaluation of the policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the federation. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The Board of Directors receives regular updates on pupil performance information.

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 or academies 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
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

Section 3: 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 line 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 curriculum covers issues of equality, diversity, religion, human rights and inclusion
- All departments within the federation, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter
- Seek to involve all parents and carers 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. Parents and carers 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 federation will try to provide good, positive role models in their approach to all issues relating to equality of opportunity
- The Trust and The Godolphin Junior Academy 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 more able by carefully assessed and administered programmes of work
- The Trust and The Godolphin Junior Academy must provide an environment in which all pupils have equal access to all facilities and resources
- All pupils are to be encouraged to be actively involved in their own learning
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils

Curriculum

At The Park Federation Academy Trust and The Godolphin Junior Academy, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity
- Pupils will have opportunities to explore concepts and issues relating to identity and equality

All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles considered.

Section 4: Ethos and Atmosphere

- At the Trust, we are aware that those involved in the leadership of the academy community are instrumental in demonstrating mutual respect between all members of the federation community
- There should be an 'openness' of atmosphere which welcomes everyone to the federation
- The children are encouraged to greet visitors to the federation with friendliness and respect
- The displays around the federation are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored
- Although physical access to the Trust is difficult under normal circumstances, vehicular access to a school door can be easily arranged for visitors who are disabled
- Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and external based activities

Section 5: Resources and Materials

The provision of good quality resources and materials within Trust and The Godolphin Junior Academy is a high priority. These 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 the community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

Section 6: Language

We recognise that it is important at the Trust and at The Godolphin Junior Academy that all members of our community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of particular groups identified at the beginning of this document
- Creates the conditions for all people to develop their self-esteem

Section 7: Extra-Curricular Provision

It is the policy of this Trust to provide equal access to all activities from an early age e.g. girls playing football, boys playing netball and mixed teams where appropriate.

We undertake responsibility for making contributors to extra-curricular activities aware of the Trust's commitment to equality of opportunity.

We try to ensure that all such non-staff members who have contact with children adhere to these guidelines and are DBS checked.

Section 8: Provision for Bilingual Pupils

We undertake at the Trust and The Godolphin Junior Academy to make appropriate provision for all EAL (English as an Additional Language)/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

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

Section 9: Personal Development and Pastoral Guidance

- All staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race
- All pupils/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community
- Emphasis is placed on the value that diversity brings to the school community rather that the challenges

Section 10: Staffing and Staff Development

We recognise the need for positive role models and distribution of responsibility amongst staff. This must include pupils' access to a balance of male and female staff.

We undertake to encourage the career development and aspirations of all individuals.

It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

<u>Staff Recruitment and Professional Development</u>

- All posts are open to the widest pool of applicants
- All those involved in recruitment and selection are aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection process
- If necessary, steps are taken to encourage people from under-represented groups to apply for positions at all levels of the Trust
- Access to opportunities for professional development is monitored on equality grounds
- Equality policies and practices are covered in all staff inductions
- All supply staff are made aware of equality policies and practices

- Employment policy procedures are reviewed regularly to check conformity with legislation and impact

Section 11: Harassment and Bullying

It is the duty of this federation to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical)
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender). The Trust has a clear, agreed procedure for dealing with incidents such as these.

Section 12: Partnerships with Parents/Carers and the Wider Community

We aim to work in partnership with parents and carers to help all pupils to achieve their potential.

We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

- All parents/carers being encouraged to participate at all levels in the full life of the federation
- Encouraging members of the local community to regularly join in federation activities e.g. Eid celebrations, harvest festival, etc.
- Exploring the possibility of the federation having a role to play in supporting new and settled communities

Section 13: Responsibility for the Policy

In our Trust and at The Godolphin Junior Academy, all members of the academy community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Board of Directors is responsible for ensuring that:

- The Trust complies with all equalities legislation relevant to our community
- The Trust's Single Equalities Policy is maintained and updated regularly
- That procedures and strategies related to the policy are followed

The Chief Executive, Principal/Principal and Senior Management are responsible for:

- Along with the Academy Council and Board of Directors, providing leadership and vision in respect of equality
- Overseeing the implementation of the Single Equalities Policy

- Co-ordinating the activities related to equality and evaluating impact
- Ensuring that all who enter the Trust comply with the Single Equalities 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 Trust or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices.

Section 14: Measurement of Impact of the Policy

The Single Equality Policy will be evaluated and monitored for its impact on pupils, staff, parents and carers and members of the Academy Council from the different groups that make up our Trust.

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