



Equalities Policy

**Head Office
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Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the school community is celebrated and valued.

We believe that equality at ALP 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. ALP schools are committed to ensuring its policies and practices provide equality of access and opportunities for all. The school will work to remove discrimination against people on the basis of the nine protected characteristics as set out by the Equality Act 2010 and recognises that it cannot discriminate against anyone because of;

- Age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

Within the curriculum, there are opportunities to challenge the prejudice and stereotypes that generate discrimination.

Monitoring and Review

The SMT will be responsible for coordinating the monitoring and evaluation. They will be responsible for:

- Providing updates on equalities legislation and the school's responsibilities in this regard;
- Working closely with the Executive Board
- Supporting positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups, e.g SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:
 - Learners progress and attainment
 - Learning and teaching
 - Behaviour discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement

- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our learners with the opportunity to succeed. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares learners for life in a diverse society and uses opportunities to reflect the background and experience of learners and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.
- Resources and other materials in school will reflect the diversity of its population, our community and of wider society.
- The Curriculum will receive particular attention to ensure that content and practice does not include inappropriate and/or offensive reference. The curriculum will positively reflect a wide range of cultural and other traditions.
- Teaching materials will avoid race or gender stereotyping and will be monitored to ensure they are non-discriminatory.

Promoting Equality: Achievement

There is a consistently high expectation of all learners regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all learners.
- All learners are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the school

- At ALP schools, 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;
- We strive to achieve a feeling of openness and tolerance 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 reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for learners, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Learners' views are actively encouraged and respected. Learners are given an effective voice for example, through advocacy, the School Council, learner perception surveys and there are regular opportunities to engage with learners about their learning and the life of the school;
- Positive role models are used throughout the school to ensure that different groups of learners feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Steps are taken to encourage people from under-represented groups to apply for Positions at all levels of the school;
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, learners, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;

- The school reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

ALP Schools aim to work in partnership with parents/carers. We:

- Take action to ensure all parents/carers are encouraged to participate in the life of the school;
- Maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents/carers of newly arrived learners e.g. EAL, Gypsy, Roma and Travellers or learners with disabilities are made to feel welcome.

Responsibility for the Policy

At ALP schools, all members of the school community have a responsibility for promoting equalities.

The Executive Board has responsibility for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Improvement Plan, the school's Accessibility Plan or may be stand alone documents);
- The actions, procedures and strategies related to the policy are implemented;
- The designated Equalities Governor will have an overview, on behalf of the Executive Board, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Leadership team has responsibility for:

- In partnership with the Executive Board, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and schemes;
- Coordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All school staff have responsibility for:

- The implementation of the school's equalities policy and schemes;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

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Action Plan Template

Equality Objective No. XX

OUTCOMES	MEASURED BY
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Activity	Lead	Progress Milestones

Action Plan Template *with example*

Equality Objective No. 1

To ensure the school's behaviour policy does not impact negatively on equalities groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> ● Exclusions are get to an absolute minimum ● All learners enjoy school and attend regularly 	<ul style="list-style-type: none"> ● Analysis of exclusion figures indicates no specific groups are disproportionately represented. ● No learners with Statements of SEN are excluded ● Boys are not over-represented in unauthorised absence figures

Activity	Lead	Progress Milestones
<p>Departmental / Year group focus on engagement and enjoyment of lessons</p> <ul style="list-style-type: none"> ● Teachers engage in paired lesson observations. Feeding back 'good practice examples. ● Learner feedback on new teaching approaches ● Plan range of innovative and creative teaching styles e.g. use of ICT in lessons or Enquiry based learning. 	<p>Deputy Headteacher / or KS coordinator</p>	<p>Baseline information collated from learner perception surveys October half-term.</p> <p>Range of strategies agreed and implemented – February half-term</p> <p>Evaluation of impact – attendance, exclusions, progress data.</p>