

Inspirational Learning Academies Trust

EQUALITY POLICY

The Trust's Aims

- Responsibility for implementing the academy's equal opportunities policy.
- Support the academy in fostering a positive atmosphere of mutual respect and trust among all pupils.
- Ensure that play and leisure areas provide a positive environment for pupils from all groups.
- Ensure that obstacles, which prevent minority groups of pupils, staff or parents from being involved in any of the academy's activities are identified and action is taken to remove any barriers.
- Provide an induction programme for all new pupils, including those who arrive during the academic year, and will ensure pupils and their parents are aware of the academy's behaviour policy and the policy for dealing with racism and racial harassment.
- Ensure they comply with this policy with regard to challenging any form of discrimination and promoting racial equality and cultural diversity in pupil's everyday life at the academy.

We recognise that the National Curriculum 2014 and the Development Matters Document give great emphasis to equal access to the curriculum children of all races, gender, class and ability. This policy statement is designed to support the legal standpoint and give a framework to practical implementation especially with regard to the following groups:

- Girls and boys
 - Minority ethnic and faith groups, Travellers, asylum seekers and refugees
 - Pupils who need support to learn English as an additional language (EAL)
 - Pupils with special educational needs
 - Gifted and talented pupils
 - Children "looked after" by the local authority
 - Other children, such as sick children, those children from families under stress
 - Any pupils who are at risk of disaffection or exclusion.
- (DFEE Circular 10/99)

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We recognise that our children will enter the academy with many varied experiences, which reflect the cultural and social diversity present in our academy. We wish to ensure that the whole community feels valued, has a positive self-image and that all children can make a positive contribution to those around them in line with our mission statement.

Admissions

Admissions to academy will be in accordance with the Admissions Policy from Stoke-on-Trent LA and will ensure that the admission process is fair and equitable to pupils from all ethnic minority groups.

Attendance

Attendance is monitored in accordance with the academy's Attendance Policy and data is used to monitor all groups within the school. Provision is made for pupils to take time off for religious observance and absences will be authorised by the Head Teacher.

This policy reflects the findings of current research and legislation.

Discipline and Exclusion

The academy's behaviour policy identifies the procedures for disciplining pupils and managing behaviour and ensures these are fair and applied equally to all pupils.

The academy is committed to a policy of inclusion and children would only be excluded in extreme circumstances. Exclusions will be monitored in terms of ethnic groups.

Special Needs

The SENDCO and class teachers will ensure that children with special needs, including physical disability, receive additional support to meet their needs.

Class teachers will be responsible for ensuring that all children's individual needs are met including those identified as more able and talented. They will receive a differentiated and challenging curriculum to meet their needs.

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The Senior Leadership Team will be responsible for providing additional support and liaising with other agencies to ensure "looked after" children, sick children, Travellers, asylum seekers, refugees, EAL children and those from minority ethnic and faith groups are supported effectively.

Raising Attainment for All

We aim to raise the attainment of children of all races, gender, class and abilities through four key principles.

High expectations

- We will ensure pupils, staff and parents are introduced to positive role models in relation to different races, gender and class, through a range of visitors, creative development projects, curriculum opportunities and resources, including books.
- Provide structured learning and support programmes which include:
 - Setting and maintaining high standards
 - Additional curriculum support programmes such as Individual Education Plans
 - Effective formative assessments which are used to inform curriculum and PSHCE planning
 - Closely targeting, tracking and monitoring individual pupil achievement
 - Benchmarking pupil achievement against LEA and national data
 - Networking with other successful schools
 - Target setting in consultation with the child and his/her parents
 - An inclusive curriculum which reflects the cultural background of all pupils and encourages respect, tolerance and empathy towards others.

Culture and Ethos of the Trust & its Academies

- a) The academy's mission statement reflects the values of the academy to which the whole community is committed.
- b) Diversity is recognised as having a positive role to play within the academy.

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- c) The academy recognises the importance of language to a person's sense of identity and belonging and celebrates this through displays of different scripts around the academy.
- d) Clear procedures are outlined within this document to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.
- e) High standards of behaviour are demanded and are promoted through the use of fair and consistent responses to any infringement to the academy and classroom rules. The academy expects all groups including staff, pupils and parents to demonstrate respect and tolerance towards each other.
- f) The Senior Leadership Team will respond at the earliest opportunity to any concerns and misgivings expressed by members of the community.
- g) The School has systems of rewards and sanctions identified in the Behaviour Policy, which have been agreed by all members of the school community.
- h) Staff will bring to the attention of the Senior Leadership Team any incidences of prejudice and/or stereotyping. Resources will reflect this commitment.

Parental/Community Involvement

The academy is committed to working in partnership with parents and operates an open door policy. Parents are encouraged to come into academy to support children in the classroom and develop the understanding of all children within the academy of different beliefs and cultures. In addition the academy will ensure:

- All parents are regularly informed of their child's progress through parent's evenings and annual reports and are involved in the target setting process.
- Proactive steps are taken to involve ethnic minority parents in the academy, including the celebration of festivals, creative development projects including artists in residence from other cultures
- The academy's premises and facilities are equally available for use by all, including ethnic minority groups and the disabled.
- Active links are established with ethnic minority community groups.

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Data Analysis

The academy uses a variety of assessment and analytical systems to assess academic progress:

- a) individual tracking
- b) Nursery baseline assessment
- c) SATs data at the end of each Key Stage

The analysis will review the performance in terms of

- Gender
- SEN
- Ethnic groups
- Minority groups
- Summer birthdays

Analysis of SATs will also include a question analysis to enable staff to identify areas of weakness especially with regard to the above groups.

Staffing and Recruitment

The academy is committed to Continuing Professional Development for all members of staff and the academy community as a whole. When recruiting staff the procedures will be consistent with the statutory race relations and equal opportunities Code of Practice in Employment. People from under-represented ethnic groups will be encouraged to apply for positions at all levels in the school as appropriate. The academy will monitor the employment and professional development of all staff. Staff and Trustees will access training programmes on racial equality issues when available. The Head Teacher and SLT will be responsible for assessing the effectiveness of staff in dealing with equality issues within the academy. The Head Teacher will ensure that selection for redundancy avoids any form of discrimination.