

Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



Growing Together, Aiming High

Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will prioritise the well-being of our children and have high expectations for behaviour. We will create an inspiring and motivating learning environment where all children can deepen their knowledge, acquire new skills and develop as well-rounded, happy, confident individuals.

Equalities Policy

Review date: September 2023

Ratified by the Governing Body:

Next review: September 2024 (or before if guidance changes)

School Context and Overview

Greenfields Federation consists of a state maintained Infant School (Littlehaven Infant School) and a state maintained Junior School (Northolmes Junior School). Both schools are one and a half form entry, with a Published Admissions Number (PAN) of 45. The children at both schools come from a range of cultures, ethnicities and backgrounds.

What do we mean by equality and diversity?

Equality refers to outcomes, making sure that all social groups benefit from our activities. Diversity recognises that we can only achieve equality by taking into account the different needs of people and communities. Equality is impossible to achieve without recognising diversity.

At Greenfields Federation we are committed to ensuring the equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, disability, gender, sexual orientation, age, religion, belief or socio-economic background. We aim to deliver a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. This policy sets out the school's approach to promoting equality, as defined in the Equality Act (2010). This act replaced all existing legislation such as the Race Relations Act, The Disability Discrimination Act and The Sex Discrimination Act.

Objectives of Policy

- To ensure that all learners are provided with a curriculum that enables them to meet their full potential and provides a breadth of opportunities to support their all-round development.
- To ensure that all learners, including our most vulnerable pupils, acquire the knowledge and cultural capital the need to succeed in life
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender,

gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

- To recognise and celebrate diversity within our community whilst promoting community cohesion.
- To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

This policy should be read in conjunction with the Federation's Anti-bullying and Peer on Peer Abuse Policy, Behaviour Policy, SEN Policy and SEND Information Report, Mental Health Policy, Children Looked After Policy, Safeguarding Policy, Code of Conduct for Parents, Carers and Visitors, Code of Conduct for Governors, and the WSCC Schools Policy Statement on Equality and Diversity in Employment.

Good Practice

We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

We consider it good practice to log racist incidents and we monitor and log any incidents that discriminate against children in our school with protected characteristics, e.g. racial bullying. We will also monitor and log bullying incidents, including those directed towards pupils with special educational needs. All incidences are recorded on CPOMs.

Strategies

Monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

Parents and governors will be involved and consulted about the provision being offered by the school. Teachers will ensure that the teaching and learning takes account of this policy. The diversity within our school and the wider community will be viewed positively by all.

Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy. Contributions will be sought from parents and others to enrich teaching, learning and the curriculum. The positive achievements of all pupils will be celebrated and recognised.

Outcomes

This policy will play an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

Actions

Greenfields Federation has three Equality Objectives:

Equality Objective 1: *To ensure all SEND children make more than expected progress from their starting points across the curriculum.*

Why we have chosen this objective:

Progress of our SEND children from their starting points is currently not as strong in all year groups as children without SEND. We want to ensure that children with SEND in all year groups, who are not achieving age related expectations, make more than expected progress in order to close the gap with their peers. We strive to ensure strategies through adaptation and Quality First Teaching enable all SEND children to be working within their year group objectives. We recognise that the needs of some children will mean that they need separate targets alongside this (i.e. Individual Learning Plans).

To achieve this objective we plan to:

Closely monitor pupil progress each half term to identify pupils that need additional support in class and/or an additional intervention
Closely monitor interventions each half term to ensure they are having the intended impact and adapt these where needed.
Work closely with parents of these children to ensure they know how to best support their children at home. This will be done through termly Pupil Passport meetings, where children will be set specific targets based on their individual needs.

Equality Objective 2: *To ensure Pupil Premium is effectively targeted and monitored in order to ensure pupils in receipt of this funding achieve at least expected progress and that targeted children make more than expected progress.*

Why we have chosen this objective:

Progress of our Pupil Premium children from their starting points is currently not as strong in all year groups as children who are not in receipt of Pupil Premium funding. We want to ensure that our Pupil Premium children in all year groups, who are not achieving age related expectations, make more than expected progress in order to close the gap with their peers. We strive to ensure strategies through adaptation and Quality First Teaching enable all SEND children to be working within their year group objectives.

To achieve this objective we plan to:

Develop a clear Pupil Premium Spending Strategy to ensure that all money is effectively allocated in order to meet the needs of these pupils.
Closely monitor pupil progress each half term to identify pupils that need additional support in class and/or an additional intervention
Closely monitor interventions each half term to ensure they are having the intended impact and adapt these where needed.
Work closely with parents of these children to ensure they know how to best support their children at home.

Equality Objective 3: *To ensure that the attendance of our most vulnerable children in line with national expectations*

Why we have chosen this objective:

Attendance for our vulnerable pupils is currently lower than the attendance of all pupils and lower than national attendance figures. This is impacting on both the academic progress and social development of these pupils.

To achieve this objective we plan to:

Closely monitor pupil attendance each half term to identify pupils whose attendance is lower than 95% (see attendance policy)
Provide letters to parents whose attendance falls below the expected attendance
Hold regular meetings with parents whose attendance is a continuing concern to ensure there is regular and clear communication so that parents are clear on the expectations of the school.
Support parents where possible overcome any barriers they may be facing with regards to attendance and punctuality.

This will also be applied to children with poor punctuality.

This policy will be reviewed annually (or before if guidance changes).