

Equality Statement and Objectives

Glebe Farm School



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**** Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
 - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
 - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
 - These are defined independently by schools / departments as appropriate
 - o *Approved by school / department governance bodies.*

Glebe Farm School

Equality Statement and Objectives 2021-2023

At Glebe Farm School our ethos is about 'ambition, belonging and creativity'. The emphasis we place on creating a sense of belonging creates a culture of absolute inclusivity, with a sense of opportunity for all, not just some.

There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others; and place a high value upon individual achievement and personal development. Our shared values of empathy, bravery, responsibility, integrity, and endeavour will help drive a purposeful moral compass where equality is a key strand throughout for all.

Section 1: Legal Framework

The equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promotes equality of opportunity for all in order to establish a fair and more equal society. The Public Sector Equality Duty (2011) with the Act covers the following protected characteristics: age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identify, marriage and civil partnership.

The Education and Inspections Act (2006) also highlights our duty as a school to contribute to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

IFtL and schools will ensure they consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty in relation to reasonable force - KCSIE, 2022 para 82-93.

Children who are lesbian, gay, bi, or trans (LGBT) 202. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. 203. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. 204. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and

Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse - KCSIE 2022 para 202-204

Our school also embraces the duties set out in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act which promote working together with others to improve children’s educational and wellbeing outcomes.

Section 2: Glebe Farm School Values

At Glebe Farm School we seek to embed equality of access, opportunity and outcomes to all members of our school community, within all aspects of school life. As a school, we are guided by the following values:

InteGriTy	Responsibility	Endeavour	Brave	Empathy
To uphold the highest standards of honesty with the ability and desire to stand up for what is right; developing a strong moral compass that guides you to do the right thing when no one is watching.	To take responsibility for one’s actions and choices; to make others feel valued and respected; to contribute and fully embrace our school community.	To endeavour to always do your best to face the challenges of school life and beyond; to try for the sake of others as well as the individual; to be consistent in all we do and strive for greatness.	To be brave when taking risks and facing fears; to be a strength for others when they question their own strength; to remember, it’s going to be hard but hard is not impossible.	To have the ability to relate to and connect with others for the purpose of inspiring and empowering their lives; to demonstrate humility when supporting others to be able to see, hear and feel from the position of another.

Section 3: Guiding Principles

a) Eliminating Discrimination

Within Glebe Farm School the following actions are undertaken to eliminate any form of discrimination and prohibited conduct amongst the whole school community for the protection of its children and staff:

- All school policies are written to ensure equality of the children, staff and the wider school community and this is clearly shown within the whole school values in these key documents
- The school culture, which underpins the whole school philosophy, is shared with all stakeholders and taught within the school, promoting the key messages of equality, respect, individuality and eliminating any form of prejudice. Ambition, Belonging and Creativity (through integrity, endeavour, bravery, responsibility and empathy).

- With the review of the Equality Statement annually, the responsibilities for each member of staff are reminded and any changes shared annually within the team meetings
- All staff appointments and promotions are made on the basis of merit and ability
- Most staff undertaking recruitment within the school have undertaken Safer Recruitment Training to ensure equality in the appointment of new members of staff adhering to recruitment and selection processes that are fair and in line with statutory duties
- Ensuring all members of staff within school receive annual performance reviews and that training and development opportunities are available to all staff, subject to budget constraints
- Admission arrangements for children are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors

b) Advancing Equality of Opportunity

Our school believes that it is important to ensure we have a shared view of advancing equality of opportunity between people who share protected characteristics as well as those that do not share it.

We undertake this in the following ways:

- Detailed assessment analysis is undertaken regularly by the Senior Management Team and Senior Leadership Team
- Equality objectives are written to provide clear vision and focused action to reduce inequality and provide specific support to individuals and groups of children
- Behavioural incidents, including bullying and racist incidents, are recorded on the schools tracking system (CPOMS) with the actions undertaken also recorded. These are analysed by a key member of staff in order to look for trends and patterns in order to ensure all children have the same opportunities of feeling safe, welcome and happy within school
- PSHE (Personal Social Health Education), RE and RSE (Relationships and Sex Education) areas of the curriculum regularly address ideas of equality through understanding, friendship and sharing an understanding of a range of religions, cultures and differences
- A wide-ranging enrichment programme of the curriculum, including visits and clubs that are open to all children, making reasonable adjustments where necessary
- Assemblies within the school give opportunities for children to appreciate their own culture and celebrate the diversity of other cultures

c) Engagement and Fostering Good Relations

Within our school values, engagement with all stakeholders is seen as fundamental and we pride ourselves on our engagement with the local community, especially those affected by the decisions we make as a school:

- We engage with a wide range of groups and individuals to ensure that the group of staff and governors that approve the police represent the diverse community in which we live

- Our equality objectives are devised based on qualitative and quantitative data that we have collected from assessments but also staff, pupil and parent questionnaire responses
- Local community links and events are frequently placed throughout the school's calendar and are open to all, in order to foster good relationships and engage with all members of the community

Section 4: Equality Objectives

We formulate and publish equality objectives using the views of parents, pupils, staff and governing body as well as sound qualitative and quantitative evidence from within the school. Our equality objectives are written for four academic years. However, we will constantly review them and we will report annually on our progress towards achieving them.

Section 5: Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to and will not tolerate all forms of prejudice standing in the way of fulfilling our legal duties as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs
- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism, homophobia or transphobia

We address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses to the above.

We keep a record of all prejudice-related incidents on the school recording system (CPOMS) and, if requested, provide a report to the Local Authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

Section 6: Roles and Responsibilities

a) The Role of the Governors

- The Governing Body is responsible for ensuring that the school complies with legislation and this statement and its related procedures are implemented
- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to children and staff
- The Governing Body seeks to ensure that that people are not discriminated against when applying for jobs at our school

- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to ensure school communication is as inclusive as possible for all stakeholders
- The Governors welcome all applications to join the school regardless of the child's socio-economic background, ethnicity, gender or disability

b) The Role of the Headteacher

- The Headteacher is responsible for implementing the policy and ensuring that all staff are aware of their responsibilities
- The Headteacher ensures that all recruitment panels give due regard to the plan so no one is discriminated when it comes to employment or training
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist, homophobic or transphobic incidents with due seriousness
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and participation in school life

c) The Role of all Staff

- All staff will promote an inclusive and collaborative ethos within their classroom and ensure all children are treated fairly
- All staff will strive to provide a curriculum and material that gives positive images based on ethnicity, gender and disability as well as challenging any stereotypes
- All staff will challenge any incidents of prejudice, racism and homophobia and record the incidents drawing them to the attention of the Senior Leadership Team on the school monitoring system (CPOMS)
- All staff will keep up to date with equalities legislation relevant to their work

Section 7: Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. This is included in statutory safeguarding training and throughout curriculum development meetings.

Section 8: Monitoring and Review

In line with legal requirements, this Equality Statement will be reviewed annually and any adaptations presented to the Governing Body. It will then be shared via the school's website and staff meetings.

Section 9: Dealing with Complaints

At Glebe Farm School we endeavour to get it right as we unashamedly put the needs of the children and staff first. Parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. However, if this fails and a parent wishes to make a formal complaint, the Governing Body has published guidelines for parents detailing the necessary stages in the formal complaints procedure.

Section 10: Safeguarding

At Glebe Farm School, safeguarding and child protection is paramount and we believe that students have the right to learn in a supportive, caring environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern, Glebe Farm School procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Designated Safeguarding Leads.

IFtL Equality Objectives

The following are the IFtL Trust's objectives:

1. For our staff across the IFtL trust to value and reflect the diverse society of the whole IFtL community, inclusive of the local communities.
2. To raise the attainment of all disadvantaged children to enhance their life and educational opportunities.
3. To raise the attainment and quality of provision for SEND children and lower attaining children across the IFtL. IFtL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.
4. To ensure quality provision and bespoke support for appropriate children who are potentially at the risk of fixed term or permanent exclusion.

Glebe Farm School, as required by IFtL, has additional equality objectives, which incorporate and build on the above trust objectives. These need to be measurable and progress towards them is reviewed annually with new objectives written every four years.

Glebe Farm School Equality Objectives 2022-2024

At Glebe Farm School the spiritual, social moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity,

religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

We believe in a culture of equality and diversity and this is embedded throughout our whole school vision and ethos.

To achieve this, our equality objectives are as follows:

To promote spiritual, moral, social and cultural development and understanding through a rich range of experience, both in and beyond the school.

Spiritual

This refers to a child's beliefs, religious or otherwise, which form their perspective of life and their respect for other people. It is shown through their sense of self-worth and uses imagination and creativity in their learning.

- We promote the development of a sense of self, identity, belonging and self-reflection. We encourage our children to take pride in their uniform. We offer opportunities for reflection on learning and behaviour and we celebrate achievement in work and self-development through celebrations such as the Value Champions given weekly
- Staff collaborate to establish the vision and values that underpin the ethos of the school.
- They experience 'awe and wonder' through Art, Science, Music
- We focus on positive behaviour and outcomes, ensuring that children value themselves and their unique contribution to society. Children value themselves and others in school and the wider community.

Moral

Our School develops moral development by:

- Providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school - The Glebe Farm Values
- Promoting racial, religious and other forms of equality
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – for example, personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making
- Rewarding expressions of moral insights and good behaviour
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community
- Encouraging pupils to take responsibility for their actions, for example, respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies
- Reinforcing the school's values through images, posters, classroom displays, etc and monitoring in simple ways, the success of what is provided

Social

Our school develops pupil social development by:

- Identifying key values and principles on which school and community life is based
- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community: for example, through assemblies, team building activities, off site visits and school productions
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Cultural

Our school develops pupils' cultural development by:

- Extending pupil's knowledge and use of cultural imagery and language
- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents. Providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Reinforcing the school's cultural links through displays, posters, etc, as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum and gallery visits.
- Auditing the quality and nature of opportunities for pupils to extend their cultural development across the curriculum

We are developing a wide range of after school activities to cater for different interests

- Pupil Premium eligible families are supported in funding enrichment and going forward any after school activities
- Pupil Premium Strategy clearly outlines where funding is used strategically to ensure that eligible children have access to enrichment opportunities across the curriculum.
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Narrow the attainment gap between those children considered to be ‘disadvantaged’ and those who are not.

- Our tracking systems enable teachers to focus precisely on identifying and addressing gaps in progress between identified groups, such as ‘disadvantaged’ and their peers.
- We use a range of teaching strategies that ensures that we meet the needs of all children
- We have frequent pupil progress meeting led by members of the Senior Leadership Team to identify and provide support to children at risk of underachieving
- Every two week to hold PASS (PP, attendance, safeguarding and SEND) meetings to identify, understanding and remove barriers to children learning.

To allow equal access to information for all parents.

- There is a clear policy and procedure to follow in which parents can request information of their child’s records-this is overseen by the Head of Compliance at IFTL. The policy is available on our website or a printed version can be obtained from the main school office
- Newsletters are sent to all parents but can also be accessed via the school website. Paper copies available
- Information is shared via our ‘Bromcom’ app
- Parents who do not reside with their children receive an additional copy of all correspondence so that they are up to date regarding their child’s educational progress.

What else we do to support Equality and Diversity;

This is through integrating this into the whole school curriculum offer for children and this is to be built upon year on year so it is progressive to meet the needs of all children at each stage of their development. This includes:

- Protective Behaviour (Who is your Network, learning about yourself)
- Britain & Diversity
- No Outsiders In Our School: Anti-bullying, celebrating difference & challenging prejudice & homophobia.
- What is a Toxic Relationship?
- Positive relationships (What does this mean?)
- Online safety and protecting who you are
- SAME BUT DIFFERENT (identifying and acknowledging each of us as a individual)
- Embracing difference and ensuring fairness (all protected characteristics plus poverty)
- What makes a Family?
- Explore gender stereotypes and importance of being yourself

Safeguarding Statement

Safeguarding is everybody's business. IFTL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFTL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFTL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFTL safeguarding Lead, Kim Kemp, the DDSL Jamie Ainscow or any of the DSOs - Sarah Bennett, Michelle Gardner, Hayley Cook or Jennifer Doherty and to the relevant designated safeguarding leads/ officers within each school for concerns pertinent to children within the school. IFTL fully adheres to all Safeguarding and child protection legislation and MK Together Partnership/ Northamptonshire Safeguarding requirements, including the Milton Keynes/ Northamptonshire Whistleblowing Policy and procedures and all requirements within KSCIE 2022 and Working Together 2018.

This document is in conjunction with the IFTL Equality Statement (September 2022)