



Equality Statement and Objectives Policy

PURPOSE

Date of last review:	April 2016	Author:	Head of Employee Relations
Date of next review:	April 2019	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Chamberlain Primary Academy	Key Contact Name:	Deputy Head
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input checked="" type="checkbox"/> Our People	ER and Wellbeing Model

1. Mission Statement

Our vision

Ark Chamberlain is a leading academy in Birmingham. It supports and nurtures all pupils to achieve their true potential and prepares them exceptionally well for the next stage of their education.

Our values

At Ark Chamberlain Primary Academy, we have three core values which are informed by our vision. These are:

We respect – ourselves and each other. We show this by being polite and tolerant at all times. We understand that that we are all different and yet we are all equal. We challenge others who do not show respect.

We believe – that we can all achieve great outcomes if we put in the effort required. We believe in aiming for the very best and showing grit and determination when necessary. We believe in a bright future and high aspirations for ourselves and others, no matter what the starting point. We believe in helping others who are not as fortunate as us so that we can all be good global citizens.

We achieve – we work hard in the academy to ensure that all pupils become proficient in reading, writing and maths as a minimum. We expect that our pupils will have a strong base from which to do well in secondary education to enable them to achieve a university degree. For our pupils, we simplify this into a few simple, but meaningful words: **“We respect, believe, achieve.”**

We are a values-driven school which means that everything that we do and how we behave in the academy is linked to our vision and values.

2. Roles and responsibilities

Mrs V Twort –	Head of School
Ms K Francome –	Acting Deputy Head
Mrs K Bailey -	SENDCo

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3. Our school and Equality Act 2010

The Equality Act 2010 outlines the three aims of the general duty to have due regard for Equality, across all organisations:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specifically, due regard is to be given within organisational life in order to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

We have a strong commitment to fairness and equality in everything that we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the academy is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs

4. The Public Sector Equality Duty

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- A. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010

- B. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- C. Foster good relations between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors, and Ark trustees, have been briefed on their legal responsibilities under the Equality Act 2010, and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying and prejudice
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our Complaints Policy sets out the procedures through which we deal with any complaints.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances

5. Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- Pupils: we have a school council, we conduct pupil surveys through Pupil Voice, we hold House Assemblies
- Staff: we conduct a staff survey; we hold staff feedback forums
- Parents: we hold a parents' evening once per term, we hold coffee mornings, we held a breakfast for our new Year 3 parents, parents are invited to class assemblies, we hold parent workshops (e.g. to help with reading, SATs), we conduct a parent survey, we have a plasma screen in Reception with information

- Community: we hold education and information events which the community are invited to, e.g. safety week events, we have links with Small Heath Library, we have good relationships with local schools (St Benedicts, Holy Family, Perry Beeches V), we have had visits from local councillors and MPs (e.g. Jess Phillips)

6. Relevant Policies

Pupil Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> • PSHC Education • Relationship and sex education • SEND • Teaching & Learning • Safeguarding • Parental complaints • Anti-bullying • Behaviour • Inclusion • Attendance and punctuality • Religious education • Supporting pupils with medical conditions • Uniform 	<ul style="list-style-type: none"> • Equal Opportunities & Diversity • Recruitment & selection • Managing personal relationships at work • Capability • Grievance procedures • Disciplinary • Staff induction • Staff performance management • Pay policy • Adoption leave • Whistle blowing policy • Absence management • Code of Conduct • Health & Safety • Parental leave/Shared parental leave 	<ul style="list-style-type: none"> • Staff ICT acceptable use • IT policy • Data protection