



Equality Statement and Objectives Policy

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Type of policy:	<input type="checkbox"/> <i>Network wide</i> <input type="checkbox"/> <i>Set for School</i> <input checked="" type="checkbox"/> <i>Tailored by School</i>	Approval:	<i>Management Team</i>
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POSITIONING WITHIN ARK OPERATIONAL MODEL

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



Ark Ayrton Primary Academy

Equality Statement

The Pastoral Deputy Headteacher is responsible for Equality/Inclusion and can be contacted at

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Tel: 02392 824828

1) Mission Statement

- Aim High
- Work Hard
- Play Fair
- Shine Brightly

2) 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

3) 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

4) 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:

- Gathering pupil views through regular school council meetings linked to our Academy Improvement Plan, pupil surveys eg seeking pupils about the new school day and use of specialist teachers in the afternoons
- Gathering staff views through audits linked to different areas of the curriculum and school policy, staff feedback following training, the performance management cycle, coaching and feedback sessions, staff surveys eg about behaviour and safety, family dining
- Gathering parental views through parents evenings, feedback on school reports, parent workshop feedback, parent surveys, meetings with parents to discuss any concerns/issues that arise, planning to meet the needs of identified pupils with parents ie with other professionals
- Gathering community views through regular coffee mornings for parents with a range of speakers and input from local community initiatives and services, use of visitor cards to gain feedback from visitors to our school locally and wider afield, comments and feedback on our website

5) Relevant

Student Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> • Sex Education • Screening, searching & confiscating • SEND • Teaching & Learning • Promoting student welfare & child protection • Medical recruitment of students • Offsite activities & education visits • Parent code of conduct • Parental complaints • Physical intervention • Anti-bullying • Behaviour for learning • Disability Equality • Equality Opportunities for students • Gender Equality Inclusion 	<ul style="list-style-type: none"> • Equal Opportunities & Diversity • Allegation against member of staff • Recruitment & selection • Managing personal relationships at work • Capability • Grievance procedures • Protection for harassment at work • Staff discipline • Staff induction • Staff performance management • Staff professional development • Whistle blowing policy • Working beyond normal retirement age 	<ul style="list-style-type: none"> • E Safety • Mobile phone & internet connector