

## The Swan School Policy – Equal Opportunities (Students)

<b>Aims:</b>	<ul style="list-style-type: none"> <li>● The school will endeavour not to discriminate directly or indirectly against students or potential students on the grounds of gender, race, colour, nationality, ethnicity, religion or beliefs, disability, sex, class or any other relevant criteria</li> <li>● To create a culture in the school where discrimination is unacceptable and will not be tolerated and that diversity is an asset to the school</li> <li>● To encourage and ensure staff and students are treated with respect and the atmosphere is free from prejudice, ill-feeling or resentment</li> <li>● To encourage students to let someone know about discrimination</li> </ul> <p>This will be achieved by:</p> <ul style="list-style-type: none"> <li>● Addressing issues of discrimination, self-esteem, confidence and well-being</li> <li>● Ensuring people tell someone when they see or experience discrimination</li> <li>● Having clear strategies and procedures for preventing discrimination</li> <li>● Giving support to those who are discriminated against and changing the behaviour of those who discriminate</li> </ul>
<b>Targets/ Outcomes</b>	<ul style="list-style-type: none"> <li>● Ensuring all groups of students' well-being and personal development is addressed</li> <li>● Ensuring all groups of students make progress and achieve to the best of their ability</li> <li>● Students represent the full diversity of our local community and are drawn from a range of backgrounds.</li> <li>● To close and eradicate achievement gaps between boys, girls, and different ethnic groups</li> </ul>
<b>Definition:</b>	<ul style="list-style-type: none"> <li>● <i>Under the Equality Act there is a requirement for public sector bodies, including schools, to promote equality for disabled people in every aspect of their work. Schools will need to take an organisational approach to formulating policy and practices that positively promote disability.</i></li> <li>● <i>The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011.</i></li> </ul>
<b>Roles and Responsibilities:</b>	
<b>Students will:</b>	<ul style="list-style-type: none"> <li>● Treat each other fairly, justly and with respect</li> <li>● Avoid saying or doing anything which will hurt others</li> <li>● Report all incidents of discrimination</li> <li>● Offer support or advice to anyone they see being discriminated against</li> <li>● Advise the school about ideas that they think will help to prevent discrimination</li> </ul>
<b>All staff will:</b>	<ul style="list-style-type: none"> <li>● Treat everyone fairly, justly and with respect</li> <li>● Avoid saying or doing anything which will hurt others</li> <li>● Actively demonstrate that they are committed to stopping discrimination in the Academy by modelling positive teaching and learning to students and ensure that their own interactions are clear and firm without being confrontational</li> <li>● Strive to develop an atmosphere of trust and respect where students feel their concerns are taken seriously</li> <li>● Listen seriously to all complaints and concerns about discriminatory behaviour</li> <li>● Challenge all discrimination and report to SLT</li> </ul>
<b>In addition teaching staff will:</b>	<ul style="list-style-type: none"> <li>● Address discrimination and related issues through their teaching and tutoring</li> <li>● Find ways to engage their students in meaningful dialogue about equality and discrimination, ensuring that all students are aware of where to go/what to do if they are being discriminated against or see someone who is being discriminated against</li> <li>● Follow up all incidents of discrimination involving the students they have responsibility for</li> <li>● Actively encourage collaboration amongst students in their learning using a range of student groupings</li> <li>● Support those students identified as needing additional help to understand their own behaviour and its consequences</li> </ul>
<b>Parents and carers will:</b>	<ul style="list-style-type: none"> <li>● Treat everyone fairly, justly and with respect</li> <li>● Inform the school if their child is being discriminated against</li> <li>● Support the school in its actions against those who discriminate</li> <li>● Always contact the school if they have a concern about discrimination</li> </ul>
<b>SLT will:</b>	<ul style="list-style-type: none"> <li>● Treat everyone fairly, justly and with respect</li> <li>● Support staff in training and in following procedures against discrimination</li> <li>● Deal with incidents of inequality promptly</li> <li>● Provide statutory returns to the Learning Trust as required and report to Governors on an annual basis</li> <li>● Implement, monitor, review and revise the policy with Governors</li> </ul>
<b>Related Docs:</b>	Behaviour policy and procedures, Pastoral curriculum, <a href="#">Equality Act 2010</a>

	Monitoring Date:	Monitored By:	Full Review Due:	Review By:

## Equality Objectives

Objective	Rationale	Actions	Targets/Intended outcomes
<p>To ensure that the school's cohort reflects the full diversity of our local community</p>	<p>Pupil premium and SEN figures for the first cohort of students are lower than LA averages (11% and 16% respectively) - these do not fully reflect the diversity of our local community. We strive for our school to benefit all.</p>	<ul style="list-style-type: none"> <li>● Analyse ethnic and religious make-up of students once information is available to identify any trends.</li> <li>● Continue to prioritise PP students in admissions criteria.</li> <li>● Proactive outreach work to local primary schools, particularly those with more disadvantaged cohorts.</li> <li>● Host visits to the school during the school day so that all local families can see what the school is like.</li> <li>● Emphasise aspects of our school that actively promote diversity, e.g. family dining, vegetarian meals, bursaries.</li> </ul>	<ul style="list-style-type: none"> <li>● Increase in PP percentage for 2020/21.</li> <li>● Reduction in distance that students travel to school - more local families choosing The Swan as first choice.</li> <li>● Proportions of students from different ethnic, religious, and socio-economic backgrounds in similar to the local area.</li> </ul>
<p>To eliminate achievement gaps between disadvantaged pupils and their peers</p>	<p>Disadvantaged pupils have historically under-achieved in similar schools compared to their peers.</p>	<ul style="list-style-type: none"> <li>● Plan and implement a high quality curriculum and highly intentional teaching practices that allow all students to achieve.</li> <li>● Identify disadvantaged students as a group and make sure all staff are aware of who they are.</li> <li>● Remove financial barriers to participation in as many different school activities as possible, e.g. electives.</li> <li>● Ensure all families are aware of financial support available, e.g. FSM, uniform grants.</li> <li>● Deliver effective interventions for any student who is working below expected levels to address any historic learning gaps.</li> </ul>	<ul style="list-style-type: none"> <li>● Achievement of disadvantaged pupils is in line with their peers.</li> <li>● Where historic under-achievement has occurred, pupil progress will be more rapid than their peers.</li> </ul>
<p><i>Other objectives will be identified once we have more information about our new cohort</i></p>			