



# Equality Statement, Information and Objectives for Elmlea Schools' Trust 2021 - 2024

*Document History Record of recent Policy changes*

Date	Version	Author/Owner	Change	Origin of Change e.g TU request, change in legislation
November 2021	1.0	Lorraine Wright		

Trustees 'Committee Statutory/Non Statutory	Local Governing Body Joint Committee Statutory
Policy Adopted	17 November 2021 (approved by LGB)
Review cycle	Annual
Review date	November '22

## Our Ethos

Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

## Legal Duties

As a school we recognise our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees only),
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)

- gender reassignment
- maternity and pregnancy
- religion and belief (includes lack of belief)
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality Information - to demonstrate compliance with the general duty across its functions

## We will not publish any information that can specifically identify any child or employee of the school

- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area. We acknowledge our responsibilities as an employer and will ensure compliance with the Equality Act 2010 in regard to the range of functions associated with being an employer. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed 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 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

## Addressing Prejudice Related Incidents

This Trust is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any

incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. The following procedure will be used for responding to and reporting incidents:

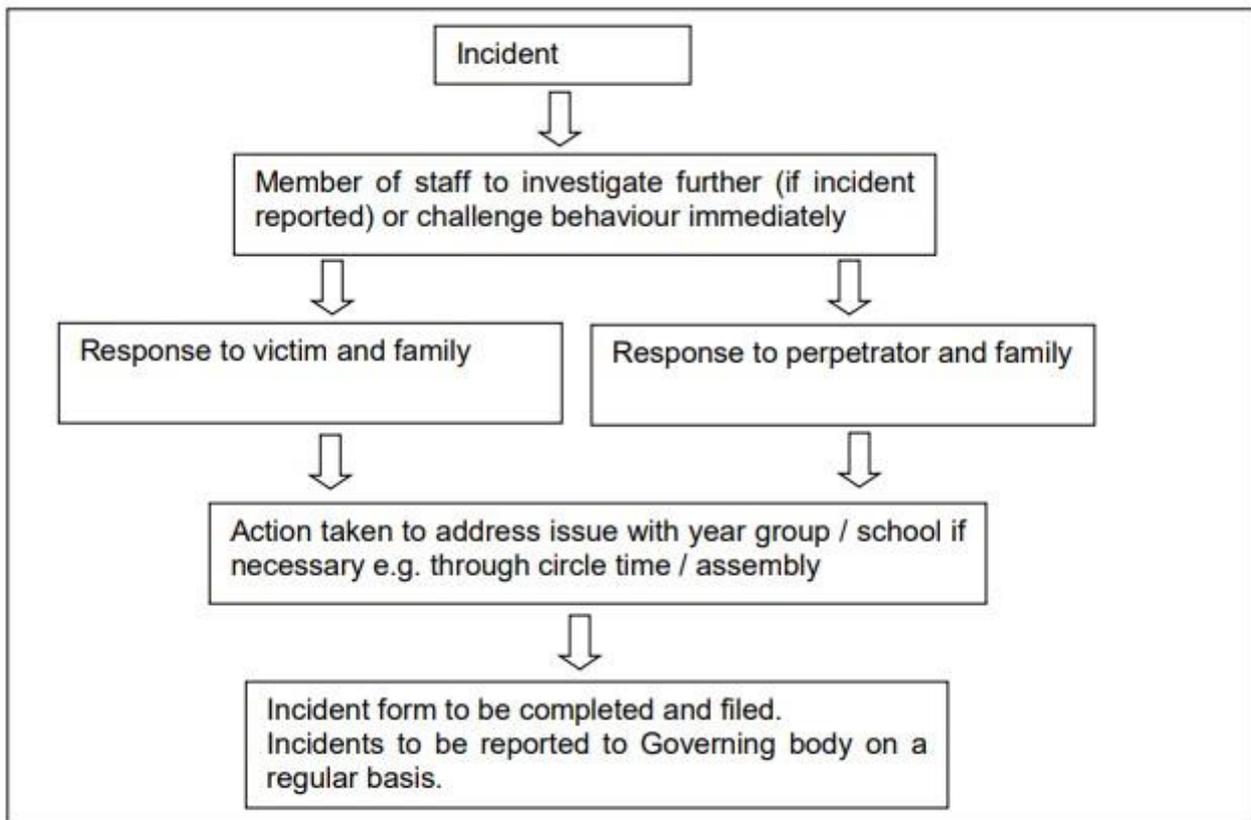


Figure 1 Procedure for responding to and reporting incidents

## Responsibility

We believe that promoting Equality is everyone’s responsibility:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Executive Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

<b>Senior Leadership Team</b>	To support the Executive Head teacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
<b>Teaching Staff</b>	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.
	Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
<b>Non-Teaching Staff</b>	Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Executive Head teacher on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
<b>Parents</b>	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
<b>Children</b>	Supporting the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the Head teacher on how children and parents/carers, staff and the wider school community can be expected to be treated.
<b>Local Community Members</b>	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Single Equality Policy and our published equality information and equality objectives by publishing them on our website. We will also complete Equality Impact Assessments (EqlAs) whenever change is proposed that impacts people and staff should inform their line manager if they believe a change may impact them.

## Equality Objectives

<b>PRIORITY</b> What do we need to do?	<b>EQUALITY OBJECTIVES</b>
<b>1.To ensure the school environment and school life celebrates diversity (Quality of Education- Intent and implementation)</b>	<b>Objective 1.1</b> All corridor and classrooms displays (where possible) seek to promote, recognise and respect diversity
	<b>Objective 1.2</b> Within every class and the school libraries there are books for the children to choose to read from that reflect and promote diversity

<p><b>2. To ensure the Elmlea curriculum recognises and respects diversity - curriculum value</b>  (Quality of Education - Intent and Implementation  Leadership and Management - subject leadership)</p>	<p><b>Objective 2.1</b> The Elmlea curriculum has been reviewed to ensure across all subjects, opportunities to promote, recognise and respect diversity have been included</p>
<p>3. Ensure we are promoting access for all our children in terms of opportunities they can access</p>	<p><b>Objective 3.1</b> All children especially those in vulnerable groups such as those in receipt of free school meals / pupil premium have equal access to Elmlea enrichment and extra-curricular activities</p> <hr/> <p><b>Objective 3.2</b> 1 All families considered vulnerable and especially those in vulnerable groups, such as those in receipt of free school meals/pupil premium are fully supported to:</p> <ul style="list-style-type: none"> <li>-support their child at home with home learning</li> <li>-access all aspects of Elmlea school life</li> </ul> <p><b>-supported to be able to choose and apply for schools beyond Elmlea.</b></p>

## Complaints

Complaints with regard to this policy will be dealt with via the schools complaints procedure, a copy of which is available from the school office. Further guidance for parents and carers and school governors on the Equality Act 2010 can be found on Bristol City Council’s Website: [Equalities policy - bristol.gov.uk](https://www.bristol.gov.uk/equalities-policy)

## Linked policies and Statements

PHSE Policy

RHSE Policy

Anti-Bullying Policy

Child-Friendly Anti-Bullying Policy

Behaviour Policy

SEND Policy