

FOXES PIECE SCHOOL



Equalities Information Objectives

Approved at TLP Committee Feb '24

To be reviewed Feb '26

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief/non-belief, sexual orientation, age, gender re-assignment, marriage or civil partnership and pregnancy or maternity status.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strength in people's differences.

What is Community Cohesion? Community Cohesion is to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities.

The philosophy of Foxes Piece is committed to giving all our pupils every opportunity to achieve the highest of standards. We do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination including discrimination based on religion or belief/non-belief, sexual (orientation) harassment and discrimination, gender re-assignment, pregnancy or maternity, breastfeeding discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, sexual orientation, disability, gender, gender re-assignment, religion/non-belief or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. Based on this our school's admission policy is equally open to pupils of all groups.

Within the context of Foxes Piece we aim to promote positive perceptions, attitudes and relations. We aim to reflect the diversity of our local community and society and wider world.

We uphold fundamental British Values and will endeavour to ensure that all children learn these as part of a broad and diverse curriculum. Through our work on preventing radicalisation and extremism (both violent and non-violent) we will engage with our school community to enhance community cohesion. Our Safeguarding Policy reflects our commitment to ensuring our school is a safe place for all.

Current Profile of the School (February 2024)

Currently we have 183 pupils on roll at Foxes Piece School. 52% are boys and 48% are girls. 17% of pupils have identified Special Educational Needs. We currently have 54% of children who have Free School Meals.

The ethnicity of our families is predominately White British however we have a growing number of families from varied ethnicities whereby English is an additional language. The identified home languages used by our families are:- Polish, Urdu, French, Portuguese and Ukrainian. We now have welcomed 20 Ukrainian children into our school. We currently have 14 on roll.

The staff at Foxes Piece consist of white British females, British Asian females and Polish – we have 31 females and 3 white British males employed. There are 10 staff aged 21-33, 12 staff aged 34-44 and 11 staff aged 44+.

The governing body comprises of 7 females and 4 males.

Legislation Context

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following groups. Disabled persons - We follow the social model of disability which means that we understand that the barriers to disabled persons securing equality are due to the physical environment and people's attitudes. Disabled people include those with physical and sensory impairment (difficulties), learning disabilities, mental illness, long term illness all of which are substantial. With regard to age our focus is on older persons (over 60) and younger people With regard to race equality we accept the definition of a racist incident based on recommendation 12 of the Report of the Stephen Lawrence Enquiry: 'A racist incident is any incident which is perceived to be racist by the victim or any other person'. With regard to sexual orientation we refer to the LGBT+ community i.e. lesbians, gay, bisexual and transgender people. With regard to religion we actively support the rights of all to practice their belief /non-beliefs Equally.

Responsibility for the Policy

The policy will need to demonstrate the responsibilities of the governing body, head teacher and leadership team, staff, pupils, parents/carers and others.

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equalities and Cohesion objective is maintained, updated regularly and published on the school's website
- That procedures and strategies related to the Policy are implemented;
- The Governing Body will monitor, on behalf of the governing body, all discriminatory / prejudiced-based incidents and ensure that appropriate action is taken in relation to all said incidents.

Positive Action

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups. The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures may include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- advertisements which encourage applications from individuals of a particular sexual
- flexible working – promoting the use of job shares and flexible working where
- recognise where there is a need for adapted letters and visuals
- supporting training measures for under-represented groups
- assistance with applications for candidates with language problems
- encouraging staff to become representatives of trade unions/associations

Harassment and grievance procedures

Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be a behaviour that staff find offensive even if not directed at them or harassment because of perception or association. The Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly. The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint. The first point of contact for any such complaint should be The Chair of Governors. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and Senior Leaders are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion Policy;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Supporting parents to become involved in their children's education.
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).