



# Perry Beeches IV

## The Free School

### Equality Statement

Date policy reviewed and approved by Directors	Updated September 2016
Current version	1.1

Reviewed Annually

## **Mission Statement**

As Leaders and Governors we have created a culture at Perry Beeches IV that enables all students and staff to excel.

We have a clear vision that we are committed to ensuring that 'Excellence is a Habit', that there are 'High Expectations' and 'High Standards' for all. We do not believe in capping the aspirations of our students and there are 'No Limits to Success'.

We have a 'Respect Agenda' in our school where relationships between staff and students are exemplary. Our students respect our staff and in return our staff respect our students. This is best exemplified in the polite, courteous and pleasant learning conversations, which happen every day at our school.

We have a 'No Excuses' culture where we strive for continual improvement. We do not accept that children from different backgrounds should not do as well as others. We are uncompromising in our ambition for every child whether they be eligible for Free School Meals, speak English as an Additional Language or have a Special Education Need or Disability.

As a 'Reading School' we have a real focus on precision teaching of reading skills. We need to ensure that every child is able to read so they can access the full curriculum as well as being prepared for life after Perry Beeches IV. We have phenomenal results.

Every year we build upon the success of the previous accomplishments. Our data shows narrowing gaps which are closing. Whilst the average for making two sub-levels of progress in English and Maths is approximately 70% nationally our students regardless of background beat the trend. In some cases our vulnerable and disadvantaged students even out perform their counterparts.

We have a broad and balanced curriculum which is characterised by intellectual challenge. In addition to this curriculum we have many opportunities to enrich the learning experience through extra-curricular clubs, trip and activities. Students visit places of worship, places of interest, museums, art-galleries and sporting events. Where the school does not have the expertise, external professionals are sought including the British Rowing Foundation.

Equality is at the heart of everything we do, we promote equality of opportunity and diversity in our culture. We celebrate all faiths, religions and celebrations as well as Black History Month, LGBT Week and Disability History Week. Our students proactively work to create a harmonious learning community.

Our students come from Birmingham, mostly from the City Centre Wards. We are ethnically diverse but treat everyone equally. We have long lived and taught 'British Values' long before the phrase was coined in educational terms. Our students feel safe, in every questionnaire and conversation we have students say this time and

time again. We listen to our students and make sure we are identify any risk or danger. We are conscious that a safeguarding issue could happen at our school, as it could anywhere. We work with external partners to support those at risk swiftly and work with a number of agencies.

Our students have a say in the way our school works. We have a number of committees and councils which report to the Student Cabinet. For each British Cabinet Position in the Government we have an equivalent representative at Perry Beeches IV, complete with Prime Minister and Chancellor of the Exchequer. Through informed debate with challenge each other views and make our school stronger for it.

### **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 school 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

## **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:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 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.

- 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

### **Consultation and Engagement**

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can age 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:

- With students: through School council and Government, student subject surveys, form time, feedback from inclusion leaders and other staff
- With staff: through staff questionnaires, office hours, union representation, training surveys and line management processes
- With parents: through home visits, parents' forum, parents' evenings, progress days, drop ins, consultations around particular issues – most recently around uniform and around options, open evenings, our two dedicated family liaison workers
- With the wider community

## **Relevant Policies**

There are a number of relevant Perry Beeches Academy Policies. These include (but not exclusively)

- SEND Policy
- Complaints Policy
- Behaviour Policy
- Equal Opportunities Policy
- Adoption and Surrogacy Policy
- Whistleblowing Procedures
- Maternity and Paternity Policies
- Shared Parental Leave Policy
- Grievance Procedure
- Recruitment Policy