



## Equality Statement and Equality Objectives

### Riverside Federation

<b>Approved by:</b>	Head Teacher
<b>Last reviewed:</b>	Autumn 2020
<b>Next review due:</b>	Autumn 2024

This policy is in support of the Riverside Federation's vision:  
Small schools providing opportunity, delivering challenge, building respect.

## **Equality statement and due regard**

Schools in the Diocese of Ely Multi Academy Trust are committed to providing a broad and balanced curriculum that meets the needs of all pupils, and promotes their spiritual, moral, social and cultural development.

The school is committed to equality and reflects and values diversity. All academies must have their own published equality objectives

## **Statement of Due Regard**

### **Data**

- School data is analysed termly to track the progress and attainment of pupils by year group, ethnicity and gender, types of impairment and special educational need.
- School data is used to set objectives for achievable and measurable improvements for all groups of children.

### **Documentation and Record-keeping**

- The statement regarding the school's responsibilities under the Equality Act 2010 is contained in a variety of school documents including policies, the raising achievement plan and website.
- There are references to the school's responsibilities under the Equality Act 2010 in the minutes of a variety of meetings including governors, leadership and curriculum.
- When implementing new policies or measures the school evaluates the potential impact upon equalities and records the judgements that are made.

### **Responsibilities**

- The Head Teacher has responsibility for equalities matters regarding the school.
- A member of the local governing body has responsibility for equalities matters. At the Riverside Federation this is chair of Local Governing Body
- The Head Teacher has responsibility for equalities matters regarding the after school clubs and activities

### **Staffing**

- The school's programme for professional development for all staff includes reference to equalities matters.
- Recruitment and promotion of all staff includes good equal opportunities practice.

### **Behaviour and Safety**

- Prejudice related bullying and incidents are dealt with in line with school and DEMAT procedures.
- Pupil questionnaires and PHSE activities are undertaken regularly to ensure that pupils feel safe from all kinds of bullying.

### **Curriculum**

- Extra or special provision is made available for the needs of specific pupils as appropriate.
- Curriculum coverage includes equalities issues particularly in regard to tackling prejudice and promoting community cohesion and mutual understanding.

- Across the curriculum there are activities that promote pupils' spiritual, moral, social and cultural development, and British values.
- DEMAT encourages schools to take part in local and national projects, events and award schemes to such as anti-bullying week which promote equality and diversity
- Curriculum materials for all subjects ensure there are positive images of the disabled; lesbian, gay and bisexuals; men and women in non-stereotypical gender roles; and of people from a wide range of ethnic, religious and cultural backgrounds.

### **Consultation, Involvement and Engagement**

- The Academy has procedures for consulting and involving parents and carers, and engaging with local groups and organisations and has regard in these for the concerns and requirements of the Equality Act 2010.
- Questionnaires and PHSE activities are undertaken to evaluate how all groups of pupils think and feel about the school and has regard in these for the concerns and requirements of the Equality Act 2010.

### **Equality Objectives:**

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities.
- We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.
- To narrow the gap between girls' attainment in all areas compared with national figures.
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- To tackle prejudice and promote understanding in relation to people with disabilities