



PINNACLE SCHOOLS FEDERATION EQUALITIES POLICY

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| Author/Person Responsible | <i>Executive Headteacher</i> |
| Date of Ratification | <i>14/10/24</i> |
| Ratification Group | <i>FGB</i> |
| Review Frequency | <i>Three yearly</i> |
| Review Date | <i>October 2027</i> |

Equality Impact Assessment (EIA) Part 1: EIA Screening

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| Policies or Procedure | Equalities Policy | DATE: | 03/02/21 |
| CARRIED OUT BY: | Kate Bashford | APPROVED BY: | Mike Riches |

Groups that may be affected:

| Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes) | Existing or potential adverse impact | Existing or potential for a positive impact |
|---|--------------------------------------|---|
| Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion) | No impact | |
| Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication) | No impact | |
| Gender reassignment | No impact | |
| Marriage and civil partnership | No impact | |
| Pregnancy and maternity | No impact | |
| Race | No impact | |
| Religion and belief (practices of worship, religious or cultural observance, including non-belief) | <i>No impact</i> | |
| Gender identity | No impact | |
| Sexual orientation | No impact | |

Any adverse impacts are explored in a Full Impact Assessment.

This policy applies to all members of our Federation community and it is the specific responsibility of staff to make sure its principles are made clear to the children.

Parents and carers should know that the Pinnacle Schools Federation has an Equalities policy and is committed to equality of opportunity for all members of the school community.

Rationale

All members of the school community are equally valued, irrespective of their gender, age, race or ethnicity, disability, religion or belief, nationality, socio/economic circumstances, family background, marital status, sexual orientation and gender reassignment.

Through the celebration of diversity, we can provide positive support for the whole school community and embrace achievement for all. We strive for all children to achieve well and excel. We are committed to challenging the inequality that exists for many groups and individuals in our society.

Aims

We aim to ensure that:

- equality, diversity, belonging and inclusion underpin our school ethos and are embedded in every aspect of school life
- all members of the school community recognise that discrimination is not acceptable and they know how to deal with it if it occurs
- children have equality of access to the curriculum, information and the physical environment, whilst recognising that provision may need to be made for this to happen
- our commitment to equality includes every member of the school community

Duty to prevent discrimination

At the Pinnacle Schools Federation, we have a duty to prevent discrimination under the Equality Act 2010.

The nine protected characteristics are:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

All forms of discrimination based on the protected characteristics will not be tolerated and will be treated seriously.

Categories of discrimination

Direct discrimination

When someone is treated less favourably because of a protected characteristic. This includes discrimination by association and discrimination by perception.

Indirect discrimination

When a provision, criterion or practice is applied equally to all but has a different impact on someone with a protected characteristic.

Victimisation

When someone is treated less favourably because they have taken action in respect of discrimination.

Harassment

Unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on the grounds of a protected characteristic.

Employment discrimination

At the Pinnacle Schools Federation, we do not discriminate in the employment of staff. We are committed to the appointment of the best candidate to the role. Where appropriate, the school makes reasonable adjustments and accommodations as necessary to prevent disadvantage.

Discrimination against pupils

We follow the South Gloucestershire admission guidelines. Any parents and carers who wish to send their child to the school apply through the local authority.

We do not discriminate against any child or their family in terms of admission to the schools or how they are treated when they are part of the Federation.

This includes discrimination in the provision of teaching, applying different standards of behaviour, dress and appearance, excluding pupils or subjecting them to any other detriment.

Parents and carers have the right to withdraw their child from an act of collective worship should they choose to do so. The procedure for this is set out in our collective worship policy.

The curriculum encourages awareness of and respect for all religions and beliefs.

We make every effort to ensure that the building and the curriculum is accessible to all and this is reviewed regularly through the accessibility plan.

Duty to promote equality

We promote a positive attitude towards equality, recognising and celebrating diversity. We challenge and record incidents of discriminatory behaviour and we monitor the impact of policies and practice on the equal opportunities provided for pupils, staff and parents. In doing so, we:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equalities Act 2010
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

The curriculum

Throughout the Federation, the curriculum is designed to reflect and celebrate diversity. The curriculum approach promotes global awareness including different cultures, faiths and lifestyles. Through our schools' values and the national 'British Values' we promote respectful relationships between all children and adults.

High expectations are held of all children and where gaps in attainment exist, measures are put in place to ensure children make better than expected progress so that the difference diminishes over time.

Jigsaw PSHE lessons and collective worship are utilised to promote understanding of the diversity that exists between people and to celebrate the uniqueness of each individual.

Resources and displays contain positive images of all groups. Stereotypes are challenged where they do exist. Books which promote equality and diversity are actively chosen to support the curriculum.

No Outsiders resources are used to teach children about equality and diversity, aiming to promote community cohesion and prepared children for life as global citizens.

The Federation proactively seeks to reflect the changing nature and respect the needs of the schools' communities and beyond.

Monitoring

It is the responsibility of all staff and governors to ensure the principles of this policy are adhered to. Monitoring can take place through:

- reviewing resources and displays
- book and planning scrutiny
- lesson observations and learning walks
- participation in extra-curricular activities
- pupil conferencing
- conversations and questionnaires with staff and parents

Appendix A

Equalities at Pinnacle Schools Federation 2024 – 2028

We have four equality objectives, which are reviewed annually. New objectives are developed every four years.

Our equality objectives are:

1. To provide a curriculum that reflects the diversity of 21st Century Britain.
2. To increase attendance rates for children who receive pupil premium funding and those who have special educational needs.
3. To accelerate progress and narrow the attainment gap for children who receive pupil premium funding and those who have special educational needs.
4. To promote the involvement of all groups of pupils in the extra-curricular activity within and beyond the school, including through leadership opportunities.

How this will be monitored:

1. A review of the curriculum and ongoing reflection on the provision of the curriculum as a whole. Pupil and staff conferencing.
2. Termly attendance reviews.
3. Termly progress and attainment information; triangulation of evidence from monitoring and evaluation of teaching and learning.
4. Analysis of data for club take-up.