

Mark 12: Verse 31

“Love your neighbour as you love yourself.”



EQUALITY POLICY

(Encompassing equal opportunities, equality, Equality Act 2010, race equality)

Author:

AP PD Lower School

Date adopted by Governors/Academy:

July 2009

Date of last review/amendment:

February 2023

Date of next review:

February 2025

Our Academy Vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

Introduction

At All Saints Academy, our vision is “Living Well Together with Dignity, Faith and Hope and this translates into our everyday practice. All Saints Academy is deeply committed to the principles of equality, diversity and inclusion and actively promotes this with its staff, governors, volunteers, pupils, parents / carers and all in the academy community.

We focus on the well-being and progress of every child and where all members of our community are of equal worth. Our equality policy is closely linked to our values and particularly those of respect, trust, wisdom, resilience, determination, courage and happiness. We also fulfil our caring ethos as a Church Academy by

- Ensuring that all members of our community are treated with dignity and are of equal value and shall be enabled to develop to their full potential.
- We recognise respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We observe good equalities practice in staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- Equality and acceptance of everyone, regardless of faith, is central to our Academy’s Christian ethos which follows the example of Jesus and the New Testament
- We aim to support social justice and social mobility preparing pupils for life in a diverse society

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. 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.

Mark 12: Verse 31

“Love your neighbour as you love yourself.”

Key principles

This policy encompasses the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

The Academy does not tolerate any form of harassment, bullying or discrimination (see the section on linked policies for related policies).

Equality and the law

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

This means that no-one should be discriminated against or treated less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity, age, marriage and civil partnerships.

The Act requires all public organisations, including Academies to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including Academies, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two “specific duties”

This requires all public organisations, including Academies, to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We understand from time to time further legislation and guidance is published by Government and relevant legal bodies and we will continually monitor and implement relevant policy and practice to ensure compliance.

Roles and Responsibilities

All governors, staff, volunteers, students and their families need to develop an appropriate understanding of, and act in accordance with, the Academy’s Equality Policy.

The Governing Body is responsible for the implementation of this policy and will delegate the day to day operational responsibility to the Executive Principal.

The Leadership and Management Committee will have an oversight and accountability for the implementation of this policy.

Key contacts:

Staff Member responsible: Principal

Link Governor: Chair of Leadership and Management Committee

Roles and Responsibilities

The Governors will:

- Ensure that the equalities information and objectives are set out in this statement and are published on the Academy website.
 - They will be communicated to staff, pupils and parents/carers
 - They will be reviewed and updated at least every two years
- Delegate responsibility for monitoring the achievement of objectives on a daily basis to the Executive Principal
- Familiarise themselves with all the relevant legislation and the contents of this document
- Identify training needs in respect of equality, ensuring that these needs are recorded and that prompt action is taken.
- Appoint a link Assistant Principal with a focus on equality who will:
 - Meet with the governing board at regular intervals, at least twice in the academic year
 - Meet with other relevant staff as required
 - Provide an annual written report to the governing board once a year

The Executive Principal will:

- Ensure that the importance of equality and diversity is given a high profile and regularly reinforce to staff and pupils
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Track and review the extent to which the Academy is successful in meeting the objectives
- Include a regular written update to the governing board
- Appoint a designated member of staff to support them in promoting knowledge and understanding of the equalities objectives amongst staff and pupils

The designated member of staff for equality will:

- Meet with the governing board at regular intervals, at least twice in the academic year
- Provide support in identifying staff training needs
- Make arrangements for staff training and/or mentoring as appropriate

Public Sector Equality Duties (General)

1. Eliminating discrimination, harassment and victimisation

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services
- We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers. This includes enabling pupils with disabilities full access to the curriculum.
- Encouraging people who have a particular characteristic to participate fully in any activities. For example, ensuring Academy activities are accessible to all pupils.
- The Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- We ensure that our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- The Academy’s Behaviour Policy takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with a protected characteristic. We closely monitor data on exclusions and absence from the Academy for evidence of over-representation of different groups and take action promptly to address concerns.
- The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We treat all bullying incidents equally seriously.

2. Advancing equality of opportunity between different groups

- We know the needs of our pupils very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements

Mark 12: Verse 31

“Love your neighbour as you love yourself.”

- We have procedures, working in partnership with parents and carers, to identify children who have a protected characteristic through our admissions meetings
- We collect data and monitor progress and outcomes of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills
- We also collect, analyse and use data in relation to attendance and exclusions of different groups
- We avoid language that runs the risk of placing a ceiling on any pupil’s achievement or that seeks to define their potential as learners, such as “less able”
- We use a range of teaching strategies that ensures we meet the needs of all pupils
- We provide support to pupils at risk of underachieving
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy’s Equality Objectives.

3. Fostering Good Relations Between Different Groups

- We work closely and openly with parents / carers
- We communicate and engage with a variety of community groups including the local church
- We enable employers and other groups to work with pupils in the Academy to broaden and deepen their educational experience
- We will ensure that all trips and visits are accessible to all pupils including those with disabilities and that any and all reasonable adjustments are made to allow full participation.

Two “specific duties”

This requires all public organisations, including Academies, to

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years which are specific and measurable

We publish the following data on our website:

1. Percentage of pupils that fall into protected characteristic groups (where available and does not cause a safeguarding concern).
2. Strategies the Academy uses to promote equality.
3. Pupil data on their perception of how the Academy is addressing issues regarding protected characteristics.
4. Information, where available, on how pupils with protected characteristics perform academically relative to other groups.

The Academy has agreed the following equality objectives:

1. To ensure that all staff and governors are aware of current legislation surrounding equality and diversity, and understand their individual and collective responsibilities
2. Commit to closing the gaps in attainment and achievement especially for:
 - a. students eligible for Pupil Premium (maths and English)
 - b. Students with Special Educational Needs and Disabilities
 - c. Looked after children
 - d. Students from minority ethnic groups
 - e. Boys progress in English Language
3. Closely monitor and record incidents involving the use of homophobic, sexist and/or racist language by students
4. To regularly review and refine the taught curriculum so that it supports our drive to support equality and diversity
5. To promote cultural understanding and tolerance of different religious beliefs and ethnic groups
6. To promote mental health awareness and develop support strategies

Monitoring arrangements

The Academy has agreed the following equality objectives:

1. To ensure that all staff and governors are aware of current legislation surrounding equality and diversity, and understand their individual and collective responsibilities:
 - a. We will provide specific training on equalities to all staff.
 - b. Governors receive training on unconscious bias and ensuring that our policies are robust.
 - c. All members of staff take part in our enrichment days so have an understanding that equality and diversity is the role of everyone in the Academy.
2. Commit to closing the gaps in attainment and achievement especially for:
 - a. Students eligible for Pupil Premium (maths and English): Pupil premium money is utilised to ensure gaps are addressed. For example, we have an AQA examiner who

works with students in English before mocks. The assessment points are used to identify Pupil Premium students who would benefit from maths and English intervention. The progress of our pupil premium students is reported after the summer exams.

- b. Students with Special Educational Needs and Disabilities: All students who are identified as having a SEND need have a staff ‘SEND Champion’ who they meet with on a regular basis to discuss progress and set targets. Students who are one year or more below their chronological reading age also receive reading interventions with their staff SEND champion and progress is monitored every half term
 - c. Looked after children: We have an Assistant Principal for LAC who ensures that the educational achievement of the child is monitored and promoted. This includes ensuring that Pupil Premium, and other relevant funding is used to support the learning objectives for the student which will be set out in a Personal Education Plan (PEP) which is reviewed every six months once established.
 - d. Students from minority ethnic groups: When data is collected each term and analysed on SMID, we track the progress of those students from minority ethnic groups.
 - e. Boys’ progress in English Language: Data is collected and analysed each term. We use SMID which breaks down data into categories and we can analyse the differences in attainment between boys and girls. Directors of Learning and teachers discuss this data and put measures in place to close gaps. Directors of Learning meet with members of the Senior Leadership Team after every assessment point to discuss progress/gaps and plans moving forward.
3. Closely monitor and record incidents involving the use of homophobic, sexist and/or racist language by students - instances are recorded on SIMs as behaviour points. When a member of staff records a behaviour point for such language they state what was said in the comments box. This is monitored closely by the Head of Year who receive a behaviour report at the end of each day. Students who have a behaviour point for abusive language receive a detention at the end of the day and this also gives staff an opportunity to speak to the students involved. Heads of Year carry out restorative justice meetings between students involved in the incidents.
 4. To regularly review and refine the taught curriculum so that it supports our drive to support equality and diversity: In curriculum maps and statements, there are links to British values and our Academy values and skills. Directors of Learning ensure that these are linked to the lesson content.
 5. To promote cultural understanding and tolerance of different religious beliefs and ethnic groups: This will be monitored through assemblies delivered by the Senior Leadership Team to ensure a full coverage of topics. This will then be followed up in Character Education lessons every Friday to ensure students gain a deep understanding. Religious Education lessons will be used to address religious beliefs and are sequenced to ensure all major world religions are covered.
 6. To promote mental health awareness and develop support strategies. This will be monitored through their delivery in Senior Leadership Team assemblies and House Assemblies. This will have follow up actions in Character Education lessons. CPOMS will be used to record and monitor mental health issues and record where actions have taken place.

Mark 12: Verse 31

“Love your neighbour as you love yourself.”

Having Due Regard

The Academy will ensure it has due regard to equality considerations which means that whenever significant decisions are being made or policies developed, thought will be given to the equalities implications. For example, when planning a school trip, consideration will be taken so that the trip is accessible for all students.

The Academy will keep a written record to show that it has actively considered equalities duties.

Links to other policies

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in other aspects of academy life such as the Academy Improvement plan, web site, newsletters and other policies e.g.

- Anti-bullying policy
- Dignity at Work Policy
- Admissions policy
- Quality of Education Policy