



Policy Documents Control Sheet

Document Title:	Equality Policy
Policy Version:	Final
Policy Author:	Catherine Urwin
Ratified by:	Academy Council
Date Updated & Ratified:	October 2020
Review Cycle:	Annually
Review Date:	October 2021

Policy Validity Statement

This policy is due for review by the date shown above, after which it may become invalid. Policy users should ensure that they are consulting the currently valid version of the document.

Contents

	<u>Page</u>
1. Aims	3
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination	4
5. Advancing equality of opportunity	4
6. Fostering good relations	5
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements	6
10. Links with other policies	6

1. Aims

Our Academy aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The Academy Council will:

- Ensure that the equality information and objectives as set out in this statement are shared with stakeholders, including staff, pupils and parents
- Ensure that the equality information described in sections 4-7 of this document, is reviewed/updated at least every year and that the objectives are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

The Principal is responsible for:

- Giving a consistent and high profile lead on equality and diversity
- Putting the Trust's equality and diversity statement into practice
- Ensuring that all staff know their responsibilities and receive the support and training necessary to carry them out
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment, bullying or victimisation

All staff are responsible for:

- Promoting equality and diversity, and avoiding unfair discrimination
- Actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors
- Keeping up to date with equality law and participating in equal opportunities and diversity training
- Appropriate staff will deal with the relevant stage of any complaints from parents, students and the community in line with the Academy's complaints procedure

Students are responsible for:

- Respecting others in their language and actions
- Abiding by the standards detailed in the Academy's Equality Policy

4. Eliminating discrimination

The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages experienced as a result of a particular characteristic (e.g. disadvantage experienced due to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils to observe religious holidays and festivals)
- Encouraging people who have a particular characteristic to participate fully in Academy activities (e.g. encouraging all pupils to be involved in the full range of school extra-curricular provision)

In fulfilling this aspect of the duty, the Academy will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available to identify improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils.

6. Fostering good relations

The Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, Skills for Life/Citizenship and through personal, social, health and economic (PSHE) education,

as well as through activities in other curriculum areas. For example, as part of the English curriculum, pupils will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute where appropriate.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and become involved in the life of the Academy, as well as organising trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with potential tensions between different groups of pupils within the school. For example, our Student Council has representatives from different year groups and is formed of pupils from a range of backgrounds and all pupils are encouraged to participate in the school's activities, such as extra-curricular clubs.
- Where required, we develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example, working with the refugee settlement team to support students with settled refugee status.

7. Equality considerations in decision-making

The Academy ensures it has due regard to equality considerations whenever significant decisions are made.

The Academy always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip is accessible to pupils with disabilities and has appropriate facilities for boys and girls.

8. Equality objectives

Objective 1: To ensure equitable participation in extra-curricular activities, with a particular focus on girls/boys, students with SEND or those from disadvantaged backgrounds.

Why we have chosen this objective: To maximise all students' opportunities to 'Aspire to Achieve' and fulfill their full potential.

To achieve this objective we plan to:

- Closely track extra-curricular participation across Chapters and year groups, with a focus on the key groups identified above.
- Ensure students identified as having real or perceived barriers to participation are supported in order to facilitate their future participation.

Objective 2: To further reduce incidents of the use of homophobic, sexist and racist language or bullying by students.

Why we have chosen this objective: Whilst incidents of this nature are rare, we are committed to further minimising such issues as much as possible.

To achieve this objective we plan to:

- Ensure close monitoring and accurate logging of both alleged and resolved incidents.
- Provide students who carry out such incidents with support and education, alongside appropriate sanctions, in order to reduce the likelihood of further such incidents.

- Establish a trained peer-to-peer support group to encourage students to support others in promoting tolerance and understanding difference.

Objective 3: To develop a comprehensive Summer School provision targeted at students who would otherwise likely be disadvantaged in comparison to their peers.

Why we have chosen this objective: To ensure that students who may otherwise be disadvantaged in terms of accessing the curriculum are supported before entering their next academic year.

To achieve this objective we plan to:

- Develop our use of evaluative, nationally benchmarked data to ensure early identification of KS3 students at risk of falling significantly behind their peers.
- Secure funding in order to provide the Summer School provision for free for identified students.

9. Monitoring arrangements

The Academy Council will ensure that the equality information described in sections 4-7 above, is reviewed/updated at least every year.

The objectives will be reviewed by The Academy Council at least every 4 years.

This document will be approved by the Academy Council.

10. Links with other policies

This document links to the following policies:

- WAT Child Protection and Safeguarding Policy
- SEND Policy and SEND Information Report
- Anti-Bullying and Peer on Peer Abuse Policy
- Academy Accessibility Plan