

Greig City Academy



Equalities Policy 2019

This policy was approved by the Governing Body on 14 May 2019

The policy is published on the Academy's website www.greigcityacademy.co.uk and is available on request to the Principal's PA, V. Oxley, in the following formats: e-mail, enlarged print version, others by arrangement.

Equalities Policy

1 Introduction

- 1.1 The Equality Act 2010 requires schools to comply with the Public Sector Equality Duty (known as the PSED or the equality duty).
- 1.2 The equality duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act. These are age,¹ sex, race, disability, religion or belief, gender reassignment, sexual orientation, pregnancy and maternity, and marriage/civil partnership².
- 1.3 The equality duty has two main parts: the general duty and two specific duties.

1.4 The general equality duty

This requires schools to:

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

Having due regard to the need to advance equality of opportunity is defined further in The Equality Act as having due regard to the need to:

- Remove or minimize disadvantages;
- Take steps to meet different needs;
- Encourage participation where it is disproportionately low.

- 1.5 In determining the actions needed to address inequalities of participation and outcome the Academy also takes into consideration special educational needs, English as an additional language and eligibility for free school meals.

¹ For schools, age is not a protected characteristic in relation to education and the provision of services. It is included, however, in relation to staff.

² Marriage and civil partnership are protected characteristics only in relation to employment.

1.6 Specific equality duties

Schools must:

- Publish information to show compliance with the Equality Duty annually;
- Publish equality objectives at least every 4 years, which are specific and measurable.

1.7 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.

1.8 This policy explains how the Academy is complying with the equality duty.

2 Values

2.1 We treat everyone with dignity, worth and fairness in all areas of school life and foster a shared sense of belonging so that all members of our school community feel that they are respected and able to participate fully in school life.

2.2 We actively promote good relationships, positive attitudes and mutual respect between groups and communities different from one another, within school and the wider community.

2.3 We recognise that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face. We keep the curriculum and teaching approaches under constant review and makes changes when needed to policies, practice and the environment to help narrow gaps in opportunity and achievement.

2.4 We have high expectations of all our students. We set suitable learning challenges and expect that all students will make good progress and achieve to their highest potential. We are anticipatory in identifying and tackling barriers.

2.5 We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

3 What we are doing in relation to the equality duty

Eliminating discrimination, harassment and victimisation

“Pupils are well informed about potential dangers such as cyberbullying, radicalisation, child sexual exploitation and gang violence. They were clear about who they could turn to should they have any worries and were confident that staff would quickly deal with any situation.”
Ofsted, 2015

- 3.1 Our admissions arrangements are fair and transparent, and do not discriminate against applicants by treating them less favourably on the grounds of any of their protected characteristics.
- 3.3 We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.
- 3.4 The school challenges all forms of prejudice and prejudice-based bullying; our anti-bullying procedures set out the preventative measures taken in respect of prejudice-related incidents as well as action to be taken when an incident occurs.
- 3.5 We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.
- 3.6 We make reasonable, appropriate and flexible adjustment for students and staff with a disability.
- 3.7 Open evenings and other events that parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered, for example by provision of interpreters and translators.
- 3.8 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. All appointment panels give due regard to the Public Sector Equality Duty so that no one is discriminated against in regards to employment, promotion or training opportunities.
- 3.9 As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice. Monitoring with respect to employment is undertaken annually in the following areas: composition of the school staff, recruitment, staff training, promotions, pay awards, use of complaints procedures, use of grievance and disciplinary procedures, take up of flexible working arrangements.

- 3.10 We respect the religious beliefs and practice of all staff and comply with reasonable requests relating to religious observance and practice. We ensure that students from non-Christian faith communities are able to observe religious festivals during the school term.

Advancing equality of opportunity between different groups

“Many disadvantaged pupils make better progress in English and mathematics than other pupils at the academy and significantly better than disadvantaged pupils nationally.”

“The progress of pupils who are disabled or who have special educational needs continues to be better than this group nationally.”

Ofsted, 2015

- 3.11 We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.
- 3.12 We collect and analyse data: on the school population by sex and ethnicity; on the number and percentage of students identified as having a special educational need and/or disability and by their principal need or disability; by year group in terms of ethnicity, sex and whether a student has English as an additional language.
- 3.13 We collect and analyse data on inequalities of participation and outcome related to ethnicity, sex, disability, special educational needs, English as an additional language and eligibility for free school meals. These analyses are reported to the Governing Body.
- 3.14 Prior to entry, we work with parents, carers, feeder primary schools and local authority services to identify children who have a disability, have special educational needs, have English as an additional language or who may be otherwise vulnerable.
- 3.15 Our Special Education Needs and Disability Information Report for parents/carers is published on the website and explains the support the school offers to students with special educational needs, disabilities or medical conditions.
- 3.16 Information on medical and other needs is shared with staff on a need to know basis to enable individual needs to be met.
- 3.17 Staff are able to report any concerns about the needs and progress of students with a disability/special educational needs by using a concern form.

- 3.18 The Learning Support Faculty shares good practice through whole-school inset and the circulation of information on effective teaching strategies.
- 3.19 We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills. This involves a range of personalised interventions.
- 3.20 We provide targeted support for groups of students at risk of underachieving.
- 3.21 Within the organizational, financial and personnel context of the Academy, we are committed to ensuring that all staff receive an equal opportunity to appropriate training and equal opportunities for professional development.

Fostering good relations between different groups

“Mutual support, tolerance and respect are valued highly. Pupils are used to newcomers arriving at the academy and warmly welcome them.”

Ofsted, 2015

- 3.22 We promote a whole school ethos and values that challenge discriminatory language, attitudes and behaviour.
- 3.23 We ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students and that support students to be accepting of one another’s lifestyles and beliefs as well as exploring shared values.
- 3.24 We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through Personal Development and citizenship classes and across the curriculum.
- 3.25 We use materials and resources that reflect the diversity of the school, population and local community in terms of race, sex, gender identity and disability.
- 3.26 We encourage students to develop an understanding of the differing experiences of males and females in society and to have the confidence to challenge sexism, racism and other negative stereotypes.
- 3.27 The RE specification requires students to be taught about faith attitudes towards homosexuality.

- 3.28 We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- 3.29 We provide opportunities for students to listen to a range of opinions and empathise with different experiences. We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, visits to different communities and faith organisations.

Other ways we address equality issues

- 3.30 We 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 school.
- 3.31 We review feedback and responses from individuals and groups of students, from Personal Development lessons, and whole school surveys on students' views of school.
- 3.32 We analyse issues raised in Annual Reviews or reviews of progress on Education, Health and Care plans, mentoring and support.
- 3.33 We review relevant feedback from parent questionnaires and parents' evening feedback. Reports are considered by the Student and Community Committee of the Governing Body.
- 3.34 We secure and analyse responses from staff surveys, staff meetings and training events. Reports are considered by the Finance, Personnel and Premises Committee.

4 Equalities objectives 2019-20

Objective 1

To ensure that the individual needs of all learners are met by monitoring groups from entry into the school throughout their time with the school. The clear purpose is to ensure early identification of attainment and progress gaps for different groups – e.g. BAME, EAL, girls, new arrivals, poor attenders, students with poor behaviour – and to put in place effective interventions. The overarching aim is the challenging and removal of disadvantage by bringing the attainment and progress of all significant groupings into line with the highest national standards.

Actions included in the School Improvement Plan – Priorities 1-4.

Key staff responsible: SLT.

Reporting to Teaching and Learning Committee.

Objective 2

To ensure that agreed capital building works continue to be planned in the context of improving any accessibility issues so that students and staff with disabilities and/or other access issues may participate fully in all school activities.

Actions included in the Accessibility Plan.

Key staff responsible: Principal and Premises Manager.

Reporting to Finance, Personnel and Premises Committee.

Objective 3

To encourage more girls to opt for single science subjects and to continue studying sciences at A level.

Actions to include baseline review, identification of barriers, development of strategy, and setting of medium and long-term targets.

Key staff responsible: SLT.

Reporting to Teaching and Learning Committee.

5 Roles and responsibilities

5.1 We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the equality duty.

5.2 The Governing Body, supported by the Principal and staff, will:

- ensure compliance with the duty;
- publish information that shows compliance annually;
- publish equality objectives every two years.

5.3 The Principal will ensure that:

- the policy is well communicated;
- the equality objectives are monitored annually;
- all staff know their responsibilities and receive training and support in carrying them out;
- appropriate action is taken in cases of harassment or discrimination

5.4 All staff are responsible for:

- safeguarding;³
- dealing with prejudice-related incidents in line with agreed Academy procedures, and recognising and tackling bias and stereotyping;
- promoting equal opportunities and good race relations, and avoiding discrimination against anyone for reasons of their protected characteristics;
- keeping up-to-date with equalities legislation relevant to their work.

5.5 All teaching and learning support staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom;
- planning and delivering curricula and lessons that reflect the school's values, for example, using materials that give positive images in terms of race, sex and disability;
- maintaining the highest expectations of success for all students;
- supporting students through differentiated planning and teaching.

5.6 The following members of staff have specific responsibilities:

Responsibility for:	Staff
Action to address issues, in relation to the curriculum, teaching and learning, the pastoral programme and employment policy and practice.	SLT
Action to address issues, in relation to students and staff with a disability and/or access issues.	Head of Learning Support Premises Manager
Ensuring equality of access in terms of extra-curricular, extension and enrichment programmes.	Heads of Year

6 **Monitoring and reviewing the policy**

6.1 The implementation of this policy will be monitored within the school's self-evaluation process. The policy will be reviewed every four years.

7 **Disseminating the policy**

7.1 This policy is available on the school website, as a paper copy in the school office and as part of induction for new staff. It will be made available, on request, by e-mail, in large print format, in languages other than English.

7.2 We publish on the school's website copies of relevant related policies and guidance, including those on behaviour, anti-bullying, e-safety and special educational need.

³ Responsibilities are fully detailed in the school's Safeguarding and Child Protection Policy.