

Ore Village Primary Academy



Equality Policy & Plan

Review: February 2020

Equality Policy & Plan

Introduction

This Equality Policy sets out the policies of Ore Village Primary Academy in relation to its obligations under the Equality Act 2010, which makes discrimination unlawful against people with protected characteristics. This applies to the academy's role as employer and as a provider of education. In particular, as a maintained community school, the academy must comply with the public sector equality duty under the Equality Act to have due regard when making decisions that affect pupils or staff with different protected characteristics, to the need to:

- (a) eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- (c) foster good relations between persons who share a relevant protected characteristic and those who do not share it by tackling prejudice and promoting understanding.

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:

- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and
- (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is proportionately low.

The Equality Act protects certain aspects of a person's identity and these are defined as 'protected characteristics'. The following are relevant protected characteristics under the Equality Act for the purposes of this duty:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Age is a protected characteristic in relation to the academy's role as an employer, but not in relation to pupils. Marriage and civil partnership are protected characteristics under the Equality Act in relation to employment only.

Staff at the academy with management responsibility and members of the governing body are informed of the implications of the Equality Act and the need to have due regard to the factors described above when making a decision, taking an action or developing a policy and to assess whether in so doing there may be implications for anyone with particular protected characteristics

Scope of Equality Policy

Ore Village Primary Academy has a school community (pupils, staff, parents, carers, students, volunteers, governors and community users of the school's facilities) which has a rich diversity in terms of cultures, religions, beliefs, ethnicities and social backgrounds. This

Equality Policy extends to all pupils and adults within the school community as well as all other visitors to the school.

The academy values the individuality of all of its pupils. Staff and governors are committed to giving all pupils at the school every opportunity to achieve their potential both academically and socially. This is achieved by taking account of pupils' varied experiences and needs. The school provides a broad and balanced curriculum, and staff have high expectations of all pupils. The achievements, attitudes and well-being of all pupils matter. In this school staff and governors will ensure that at every level, in all of their work and through all aspects of the academy community and its life, everyone will be treated equally. This Equality Policy summarises the school's approach to ensuring equality for all.

The academy's curriculum is broad, balanced and differentiated according to the children's individual needs. Through the topics covered within the curriculum and their commitment to the SEAL programme, staff develop positive attitudes in children, challenge stereotypes and promote positive role models. Throughout the school, all children are treated equally.

The governing body is responsible for drawing up policies relating to staff which include the Pay Policy, Teacher Appraisal Policy, Staff Recruitment and Selection Policy, Staff Disciplinary Policy and Procedure, Staff Grievance Resolution Policy and Procedure, Staff Capability Policy and Procedure and Staff Absence Policy. These policies are underpinned by the governing body's commitment to equality and equality issues have been taking into account when drawing up these policies. The governing body will at all times take into account the Statutory Code of Practice relating to employment issued by the EHRC from time to time. Staff are consulted on drafts of these policies prior to adoption by the governing body. The impact and implementation of these policies is monitored by the governing body.

Racial equality

In this academy staff and governors will (as appropriate):-

- Not tolerate any forms of racism, racial discrimination or racist behaviour. Should a racist incident occur, staff and governors will deal with it in accordance with academy procedures.
- Promote equality of opportunity in all areas of academy life, regardless of race, ethnicity, religion or belief.
- Promote good relations between people of different racial and ethnic groups.
- Seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.
- Endeavour to make the academy and its environment welcoming to all racial and ethnic groups.
- Promote an understanding of diverse cultures through the topics studied by the children, and reflect this in the displays of work shown around the academy.
- Ensure that the curriculum reflects the attitudes, values and respect that staff and governors have for minority ethnic groups and that through the curriculum, teaching and learning there is equality of progress for all groups which is monitored regularly.

Disability equality

In this academy staff and governors will (as appropriate):-

- Be committed to meeting the needs of all pupils, including those with those with disabilities. All reasonable steps are taken to ensure that any disabled pupil with disabilities is not disadvantaged compared to a pupil who is not disabled.
- Be committed to providing an environment that allows disabled pupils and adults full access to the academy premises and to all areas of learning in accordance with the academy's statutory obligations.
- Be committed to ensuring that teachers modify teaching and learning as appropriate for pupils with disabilities.

The school's Accessibility Plan complements the governing body's obligation (as set out in the Equality Act) not to discriminate against a disabled pupil and to take such steps as it is reasonable to have to take ('reasonable adjustments') to avoid a substantial disadvantage caused to a disabled pupil in comparison with a pupil who is not disabled by a provision, criterion or practice applied by or on behalf of the school, or by the absence of an auxiliary aid or service.

Objectives of Equality Policy

- To ensure that no pupil or other member of the academy community is discriminated against on the grounds of any of the protected characteristics.
- To remove all forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.
- To ensure that all pupils have access to a rich, broad, balanced and relevant curriculum which enables them to reach their potential, make good progress and achieve. (See the school's Special Educational Needs Policy and Accessibility Plan.)
- To ensure that all pupils have access to the full range of educational opportunities provided by the academy. (See the school's Special Educational Needs Policy and Accessibility Plan.)
- To ensure that all pupils, irrespective of any protected characteristic, are able to learn effectively without interference and disruption, are treated respectfully, receive additional help according to their needs, feel safe secure and happy within the academy's setting and reach their potential both academically and personally.
- To recognise and celebrate diversity within the academy community whilst promoting community cohesion.
- To ensure that pupils and parents/carers are fully involved in the provision made by the academy.
- To ensure that within the academy's budget, adequate funding is provided to underpin this Equality Policy and that intervention, positive and preventative action is funded where necessary. This includes the use of the Pupil Premium Grant and ensuring that its impact is measured and monitored.
- To ensure that this Equality Policy is applied by all staff and governors in undertaking their respective roles and that they will constantly monitor, evaluate and review their practice to ensure compliance with this Equality Policy.

The following policies underpin these objectives:

- Accessibility Plan
- Anti-Bullying Policy
- Assessment Policy
- Attendance Policy
- Behaviour Policy
- SRE Policy
- Special Educational Needs Policy

Gender equality

In our academy staff and governors will (as appropriate):-

- Be committed to seeing all individual and groups of pupils make the best possible progress, regardless of gender, in the academy.
- Regularly monitor progress and attainment and ensure that any discrepancies between gender are fully investigated and any necessary changes are made according to the needs of pupils.
- Identify and remove any barriers to learning that may occur as a result of gender.
- Ensure that positions of responsibility within the academy or classes are shared between girls and boys.
- Ensure that all extracurricular activities are open to boys and girls and encourage boys and girls to participate in sporting activities and extracurricular clubs.
- Encourage parents, carers and volunteers (male and female) to work in the academy as appropriate.
- Ensure that achievements of boys and girls are celebrated.

Outcomes

This Equality Policy will play an important part in the educational development of individual pupils.

It will ensure that all pupils and members of staff are treated equally and as favourably as others and so that inequalities of outcome which could result from a protected characteristic are eliminated. The SLT and governing body recognises that in order to monitor the successful implementation of this Policy, the following outcomes must be monitored and addressed.

- That all pupils have the opportunity to take a full part in all elements of academy life.
- That attainment and rates of progress are raised for all pupils.
- That everyone within the Ore Village Primary community has a sense of belonging, there are few racist incidents and those that occur are dealt with effectively.
- That the academy has positive relations with the wider community – including different faith groups and that the community is actively involved in the life of the academy.
- That expectations of pupil behaviour and attendance are high and there are no notable differences between groups or individuals with protected characteristics and there are no significant differences in exclusions between such groups or individuals.
- That parents and carers from all ethnic groups are actively involved in their children's learning and development and where appropriate local ethnic groups and religious communities are actively involved in the academy.
- That people from a variety of ethnic groups are represented at all levels of the academy workforce and all staff have full access to opportunities for promotion and career development.
- That staff are recruited on the basis of merit and suitability for a vacancy and have access to opportunities for promotion, training and pay progression without regard to any protected characteristic.

Duties

Class teachers and support staff will:-

- Ensure that all children are treated equally, fairly and with respect.
- Select classroom materials and provide resources which give positive images and challenge stereotypical images of minority groups, or of boys and girls. All staff will ensure that the language they use does not reinforce stereotypes or prejudice.
- Challenge any incidents of prejudice or racism.

- Ensure that all pupils, regardless of whether they have a protected characteristic, have access to the curriculum at a level appropriate to their needs by using an inclusive approach via curriculum delivery and teaching strategies
- Promote equality of opportunity through their teaching and through relations with everyone who is part of the Ore Village Primary community.
- Ensure that the teaching and learning takes account of this policy.
- Seek contributions from parents and carers to enrich teaching, learning and the curriculum.

Headteachers

The Headteachers will:-

- Ensure that the academy policy on equal opportunity as set out in this Equality Policy is implemented effectively and that all staff are aware of the school policy, and that staff apply the principles set out in this Equality Policy fairly in all situations.
- Promote equality of opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for all staff.
- Promote respect for other people in all aspects of academy life.
- Manage all incidents of unfair treatment, including racist incidents, with due seriousness and in line the academy's procedures.
- Ensure that all appointment panels give due regard to this Equality Policy, so that no-one is discriminated against on the grounds of a protected characteristic.

Governors

In this Equality Policy the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that members of the school community are treated fairly and equally.

The governors will:-

- Seek to ensure that individuals with a protected characteristic are not discriminated against when applying for jobs at the academy contrary to the Equality Act.
- Welcome all applications to join the academy, whatever background a child may come from and irrespective of any protected characteristic. (See the school's Admission Policy.)
- Take all reasonable steps to ensure that the academy environment properly accommodates people with disabilities. (See the school's Accessibility Plan and Special Educational Needs Policy)
- Seek to ensure that nobody is discriminated against whilst in the academy on account of any protected characteristic.

Monitoring and review

The senior leadership team (SLT) monitors pupils in the following ways:-

- The SENCO monitors the progress of pupils from minority groups, comparing this with the progress made by other pupils in the academy.
- Incident records related to racist behaviour, bullying, inappropriate behaviour, internal exclusions of pupils, short term and permanent exclusions and discriminatory incident forms will be completed in accordance with the school policies and monitored.
- Evidence from lesson observation related to equality will be monitored.
- The views and experiences of pupils collected through school council and pupil questionnaires and as part of the ongoing Personal Social and Health Education and Citizenship programmes will be considered carefully.

- The views and experiences of parents/carers collected through informal one to one discussions, through questionnaires and formal parent consultations will be considered carefully.
- The staff appointment process will be monitored so that no-one applying for a post at the academy is discriminated against contrary to the Equality Act.
- Any complaints from parents/carers, staff or pupils regarding equal opportunity will be given serious consideration. The academy has a Complaints Policy and Procedure.
- The academy's Behaviour Policy and the numbers of exclusions will be monitored to make sure that pupils from minority groups are not treated unfairly.

Using this wide range of information, the SLT analyses comparative outcomes for individuals and different groups of children. Pupil tracking and analysis of information enables the SLT to judge whether all pupils are achieving as much as they can and if not, which individuals or groups of pupils are underachieving. The next step is for the SLT to explore why this is happening and whether there are well-founded explanations for the differences that have been identified. If this is not the case the SLT identifies what action the academy should take to improve inclusive practice, set performance indicators and review the effectiveness of this action.

It is the responsibility of the governing body to monitor the effectiveness of this Equality Policy. The governing body will monitor it using the methods above together with relevant members of the SLT. The Headteacher will provide information reasonably required by the governing body on the effectiveness of this Equality Policy.

The academy's strategic policies are reviewed on a set cycle. This review is initiated by the governing body and involves the governing body, the academy's management team and other members of the academy community where appropriate. All policies are published on the academy website; access to those policies relevant only to staff and/or governors is restricted to them. Comments are invited on the content of the policies. Relevant policies are expressly linked to the academy's Equality Policy.

The school is required under the Equality Act to publish information to demonstrate how it is complying with the public sector equality duty. Each year, the academy prepares and presents an Equalities Report to staff and the governing body. It is based on the monitoring of equality issues with particular reference to attainment, attendance and behaviour, as well as gender equality and race equality objectives determined for each year and set out in the Equality Policy. The Equalities Report is published on the academy website. Data or other information which could identify individuals is removed from the Equalities Report before publication on this website. The academy's equality objectives for the following academic year are selected on the basis of the findings of this Equalities Report. The equality objectives for the year to September are set out below.

Equality Objective

Gender equality

To monitor the progress of girls and boys in each year group and identify significant differences in attainment and progress between the groups in all reading, writing and maths.

Racial equality

To monitor the progress of ethnic minority groups.