



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Equality Policy (including Public Sector Equality Duty)

Review frequency: Every four years and publish information annually.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the Headteacher

Policy Statement

Introduction

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

We believe in our duty and will be proactive in working to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- advance equality of opportunity between those who have protected a characteristic and those who do not;
- foster good relations between those who have a protected characteristic and those who do not.

Cross reference: School Behaviour Policy, Equality information and objectives (public sector equality duty) statement for publication Policy

Objectives

The objectives of the Trust's Equality Policy are to:

- develop an ethos which respects and values all people
- actively promote equality of opportunity
- prepare pupils for life in a diverse society
- promote good relations amongst people within the academy community and the wider communities in which we work
- eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour
- deliver equality and diversity through academy policies, procedures and practice
- do our utmost, within available resources, to remove barriers which limit or discourage access to academy provision and activities
- take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations
- monitor the implementation of equality and diversity within the academy
- set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

Legal Framework

[The Equality Act 2010](#)

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Under specific duties, proprietors of academies are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the Public Sector Equality Duty.

The [Public Sector Equality Duty](#) came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

Waddington All Saints Academy Policy

The academy will fulfil its Public Sector Equality Duty by drawing up and publishing equality objectives every four years and annually publishing information demonstrating how we are meeting the aims of the Public Sector Equality Duty.

The academy welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We fully embrace 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.

The Guiding Principles

Academy-level policy and practice is proactive and reflects the following nine principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take into account differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to 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 consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys

- gay people as well as straight
- transgender people

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight
- transgender people

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years we draw up an action plan within the framework of the Trust's improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

Equality Objective	Actions	Timescale	Intended Impact
Narrowing gaps in attainment between boys and girls.	<ul style="list-style-type: none"> • Year groups to review provision to ensure that curriculum is engaging for boys and girls. • Assessment data analysed by teachers to ensure that all children make required progress. 	<ul style="list-style-type: none"> • Tracking reviewed autumn, spring and summer yearly 	<ul style="list-style-type: none"> • The attainment gap between boys and girls to be narrowed. • Year group planning to be engaging for boys.
Improving the participation and engagement of different groups of parents and communities	<ul style="list-style-type: none"> • Direct lines of communication between school and parents through the implementation of WEDUC and Seesaw. • Parents of priority children to be regularly contacted by the class teachers to provide feedback and open lines of communication to support the child. • Open afternoons link to enterprise projects to encourage parents and communities into school. 	<ul style="list-style-type: none"> • Impact of Seesaw to be reviewed summer 2019. 	<ul style="list-style-type: none"> • Parents and staff will work together for the benefit of the children • Open links with groups and schools in the local community
Narrow the pupil premium gap in Reading, Writing and Maths in all year groups.	<ul style="list-style-type: none"> • Monitor the achievements and progress of Pupil Premium children. • Individual tailored interventions and differentiation to enable progress. • Pupil Premium children to take part in Prince William Award to develop self-confidence and encourage them believe in themselves in all subject areas. • On-going review of Pupil premium strategy. • Attendance monitored and acted upon when pupil premium pupils fall out of line with their peers. • Individually tailored homework for all pupil premium children. • My Book Blog used by all pupil premium children (Y4-Y6) to encourage the development of a love of reading as well as fluency and comprehension skills. 	<ul style="list-style-type: none"> • Tracking reviewed autumn, spring and summer yearly 	<ul style="list-style-type: none"> • A greater proportion of pupil premium children achieve age related expectations and greater depth. • A greater proportion of pupil premium children will achieve in line with their peers.

<p>Provision ensures that SEND children make good and measured progress</p>	<ul style="list-style-type: none"> • Attendance monitored and acted upon when SEND pupils fall out of line with their peers. • SEND provision maps are embedded and reviewed for impact. • Develop the way that progress is measured for children with SEND continues to improve and support the evidence of good progress. 	<ul style="list-style-type: none"> • Tracking reviewed autumn, spring and summer yearly • SEND meetings with parents and support workers where required during autumn, spring and summer terms yearly. 	<ul style="list-style-type: none"> • Provision maps embedded in all classrooms and reviewed regularly to ensure progress of SEND children. • Standardised format to measure the progress of children with SEND is to be used across the school.
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The Curriculum/Teaching and Learning

Equality and diversity are embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability etc. This is implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Assessment data will be used to monitor the progress of particular groups. Particular attention will be given to identified trends in performance, in order that any patterns can be challenged and met.

Stereotyping will be challenged through academy assemblies, Social and Emotional Aspects of Learning (SEAL) work, class discussions and through visual displays around the academy. When considering particular roles and responsibilities all children will be considered equally.

Ethos and Organisation

The academy ensures the 'Guiding Principles' above apply to the full range of policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

Addressing Prejudice and Prejudice-related Bullying

The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the introduction:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The academy gives guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. [See School Behaviour Policy]

The academy keeps a record of prejudice-related incidents and, if requested, can provide a report about the numbers, types and seriousness of prejudice-related incidents at the academy and how they are dealt with.

Roles and Responsibilities

The governing body is responsible for ensuring that the academy complies with legislation and that this policy and its related procedures are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

The Leader of Inclusion has day-to-day responsibility for co-ordinating implementation of the policy.

All teaching staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the guiding principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and Resources

The content of this policy is to be made known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All academy staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the Policy

Breaches of this policy within academies will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the Headteacher and governing body.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.