

Waddington All Saints Academy

**Equality Policy & Objectives**

**Policy Information**

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| Date of review | **March 24** |
| Approved by | Governors |

# **Aims**

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) 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.

# **Legislation and guidance**

This document meets the requirements under the following legislation:

* [The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents), which introduced the Public Sector Equality Duty and protects people from discrimination.
* [The Equality Act 2010 (Specific Duties) Regulations 2011](http://www.legislation.gov.uk/uksi/2011/2260/contents/made), 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](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools), and complies with our funding agreement and articles of association.

# **Roles and responsibilities**

### **The Role of Trustees**

### Trustees are responsible for ensuring that the Trust and its academies comply with the Public Sector Equality Duty and adopt the overarching Trust Equalities Policy. Through the Scheme of Delegation, the Trust Board assigns local adaptation of the policy for each academy.

### **The role of Academy Governing Bodies**

Academy Governing Bodies (AGBs) are the “responsible body” for ensuring that the academy meets the requirements of equality legislation. Essentially this means they should:

* Ensure the academy takes all reasonable steps to ensure that its employees do not carry out unlawful discriminatory actions or behaviour.
* Support and guide the academy to have “due regard” for equality in all its functions.
* Ensure the academy complies with the Equality Duty and meets the two “specific duties” for academies.
* Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, pupils and parents.
* Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
* Delegate responsibility for monitoring the achievement of the objectives on to the Headteacher.

The equality link governor is Hannah Berry. They will:

* Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed.
* Ensure they’re familiar with all relevant legislation and the contents of this document.
* Attend appropriate equality and diversity training.
* Report back to the full governing board regarding any issues.

**The Role of the Headteacher**

* Ensure that the L.E.A.D. Academy Trust policy is adopted and implemented.
* Promote knowledge and understanding of the equality objectives among staff and pupils.
* Monitor success in achieving the objectives and report back to governors.

The designated member of staff for equality is Zoe Jepson. They will:

* Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
* Meet with the equality link governor every term to raise and discuss any issues.
* Support the headteacher in identifying any staff training needs, and deliver training as necessary.

All academy staff are expected to have regard to this document and to work to achieve the objectives.

# **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 – for example, during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act, alongside safeguarding, as part of their induction, and all staff receive refresher training every September.

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

# **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 suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying).
* Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
* Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies).

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

* Publish attainment data each academic year.
* Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.
* Make evidence available identifying 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 own pupils.

# **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, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, 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.
* Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising academy trips and activities based around the local community.
* Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the academy. For example, our academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy’s activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.
* Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

# **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 an academy trip or activity is being planned, the academy considers whether the trip:

* Cuts across any religious holidays.
* Is accessible to pupils with disabilities.
* Has equivalent facilities for boys and girls.

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

# **Equality objectives**

The academy aims to set three objectives:

* One focused on pupil outcomes and relating to an issue/characteristic affecting a disproportionately large share of our pupils compared to the national average; this will help to ensure our academy is able to take action which will have an impact on a significant scale.
* One objective focused on outcomes and relating to an issue/characteristic significantly affecting a small share of pupils compared to the national average. Research nationally suggests some of the largest and most stubborn ‘gaps’ in outcomes are in academies with very small numbers of children with that particular characteristic – such pupils should not be overlooked.
* One objective relating to actions with a wider scope/impact, perhaps in relation to curriculum content, enrichment activities, developing the ‘whole child’, whole school values and behaviours, work with parents/carers and the wider community or a workforce issue; this will ensure equality is not seen exclusively in relation to pupil outcome measures.

**Requirement to publish information annually:**

The academy will publish an annual update on the website, starting in Spring 2023. This update will include:

* + Pupil information: academy level data about the composition of the pupil population and their outcomes, in relation to gender, Special Educational Needs (SEN) and disability, race/ethnicity and those with English as an Additional Language (EAL), children who are/have been Looked After (CLA) and pupils who are eligible for Free School Meals (FSM), or who more broadly qualify for the Pupil Premium.

**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 which centre on differences between socio-economic status and the protected characteristics:

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

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 socio-economic status.
* 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.
* Whatever their socio-economic status.
* Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
* Gender, gender reassignment and gender identity, so that the different needs and experiences of girls and boys, and women and men, are recognised.
* Religion, belief or faith background.
* Sexual identity.
* Age.

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 socio-economic status.
* Whatever their ethnicity, culture, race, 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.

* Whatever their age.
* Whatever their marriage or civil partnership status.

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.
* People with a range of socio-economic status.

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 range of socio-economic status.
* 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.
* Socio-economic status.

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.
* Socio-economic status.

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.

**Links with other policies**

This document links to the following policies:

* Accessibility plan
* Risk assessment
* Safeguarding
* SEND
* Behaviour Policy
* Pupil Premium
* Attendance
* Medical Conditions and Allergy Management
* Safer Recruitment Policy
* Anti-Bullying Policy
* Whistleblowing policy
* Code of Conduct policy

**EQUALITY OBJECTIVES PLAN 2022- 2026**

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| **Target** | **Actions** | **How will the impact of action be monitored?****Who is responsible** | **Timeframe** | **Impact – annual review****Review date:**  |
| 1. To further embed provision for all pupils to mitigate the potential negative impact of mobility and deployment.
 | * Clear systems and criteria for referral in place.
* Use of ELSA interventions and further resources to support.
* Military support worker to work with pupils to ensure that they have the support that they need.
* Identify gaps in learning quickly, to ensure pupils moving between education systems are not negatively impacted upon.
* Festival of Friends approach to support children to access learning.
 | * Initial screening of gaps within learning identified. Targets and next steps set. (CT)
* Monitoring of progress of pupils termly, identifying trends and next steps (CT)
* Communication set up with parents (MSW)
* Reflections of meetings with pupil, parents and military support worker (MSW and CT).
 | Oct review 1Feb review 2June review 3 | Intended Impact:* Gaps in learning of children moving between different education systems will be identified and addressed quickly. Pupil’s will ‘catch up’ at an accelerated rate.
* Emotional support will be effective in enabling the pupils to manage aspects of deployment and mobility successfully.

Review: Next steps (review date) |
| 1. Ensure that 80% of PPG students make at least good progress, from their starting points, and in line with their peers, across the academy by 2025.
 | * Develop effective provision that meets the needs of PPG students.
* Implement accurate, time bound, bespoke provision for PPG pupils to reach agreed targets.
* Review PPG pupils work half termly to establish if needs are met/on track.
* Ensure PPG is a regular agenda item for staff meetings.
* Review PPG funding to ensure that it is used to effectively support pupil progress.
* Regular communication with parents to support attendance, where this is a concern.
* Access to cultural capital development through clubs and trips.
 | * Key performance indicators reviewed termly (ZJ)
* Monitoring of progress of PPG pupils termly, identifying trends and next steps

 (CT) * Monitor attendance in the academy of PPG pupils (ZJ for attendance)
* Reflection of attitudes to learning and engagement. (CT)
 | July review 1Nov review 2March review 3 | Intended Impact:* July 2024 – 80% of PPG pupils made good progress across the academy
* 5% made better than good progress.

Review:Next steps (review date) |
| 1. Ensure that minority ethnic and faith groups feel secure and promote cultural development and understanding through a rich range of experiences, both in and beyond school.
 | * Parent and child views survey
* Analysis of our school community and ensure that these are a high focus at points within the academic year.
* Diversity opportunities planned in to the curriculum including collective worship and assemblies.
* Engagement opportunities with local places of worship through RE and collective worship.
* Visitors (Imam) provide opportunities to explore faith groups.
* Displays to represent ethnic and faith groups.
* Ensure that the reading spine encompasses a diverse range of authors and themes
 | Increasing engagement within the community – making links with local places of worship.Increase in opportunities to celebrate diversity through the curriculum during lessons, collective worship, trips and mastery days. (CT and SLT) | Dec review 1March review 2June review 3 | Intended Impact: * Pupils feel valued and that their ethnicity and faith are respected.
* All children have a secure understanding of diversity through ethnicity and faith.

Review:Next steps (review date): |