

# Academy St James



The Academy at  
**St James**  
Aspire, Achieve, Believe

## School Equality Policy and Objectives

**Approved by:** C. Tolson

**Date:** October 2019

**Next Policy Objectives review date:** September 2023

## **Introduction**

At Academy St James we welcome our duties under the Equality Act (2010).

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

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

## **Public Sector Equality Duty (2011)**

This policy sets out how Academy St James has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

## **Specific Duties under the Public Sector Equality Duty**

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

## **Definition of 'due regard' and how we aim to comply with the principles of the general duty**

1. While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

## **School Ethos, Vision and Values**

At Academy St James we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life.

This is reflected in **What we already do**

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
  - ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
  - iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it
- We gather information from a range of sources when a pupil enters the school, e.g. family, child, previous school, outside agencies
  - We track, review and evaluate all aspects of a child's provision and progress through our assessment procedures which include regular, systematic assessments and data analysis, pupil progress meetings, meetings with pupils, provision mapping, informal discussions between all concerned with a children as the need arises, OPPs, My Support Plans, Risk assessments, Behaviour plans
  - Our Learning Mentor Workers supports individuals and groups of children where a problem, or potential problem, has been identified.
  - There are a wide range of extra-curricular activities available. These are targeted at specific children according to need as deemed appropriate by both school and home
  - SEAL, RE and assemblies are targeted to foster and advance relationships
  - The curriculum is carefully differentiated and reviewed regularly. Curriculum content is used to further develop an understanding of similarities/differences between people who share relevant protected characteristics
  - Support is targeted to support children with English as an Additional language

## **Equality Impact Assessment**

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix).

Any gaps in provision and practice that are identified form part of an action plan (see action plan – appendix).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

## **1. Consultation**

At Academy St James we recognise the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- We ensure that both our school and eco council are representative of all equality groups
- We meet parents/pupils individually to discuss their needs and progress at parent/child consultation evenings
- Pupil and parent/carer questionnaires are used throughout the year to ascertain views.
- Home visits – mainly Foundation
- Parent/carer groups, coffee morning
- Targeted meetings for children with additional needs (OPPs, annual reviews)
- Discussions with parent/staff/ governors
- Ongoing day to day contact with all school users

## **2. How we measure the impact of any changes**

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school's in house tracking system (assessment of pupil progress) and pupil progress meetings
- Data analysis: Fischer Family Trust, Raise online
- Safeguarding/wellbeing meetings (weekly), annual reviews and other reviews for our children with special educational needs
- Assessment of the impact of intervention strategies
- Formal teacher assessment; SATs, reading and spelling tests, writing assessments
- Ongoing teacher assessment
- Behaviour management meetings, monitoring of behaviour logs/TOC book
- Meetings with outside agencies, including Educational Psychologist, Speech Therapists and social services

**Our Equality Objectives are as follows:**

### **Objective 1: All members of the school and wider community are of equal value**

We see all members of the school and wider community of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or socio- economic circumstances
- whatever their gender and sexual identity
- whatever their religious or non-religious affiliation or background
- whatever their age

### **Objective 2: We recognise Respect & Diversity**

- Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in 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 and sexual orientation so that the different needs and experiences of girls and boys, women and men lesbian, gay, bisexual and transgender people are recognised;
  - religion belief or faith background;
  - sexual identity; and
  - age (where appropriate).

### **Objective 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, or national origin, and an absence of prejudice-related bullying and incidents;
  - mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual and transgender people and an absence of sexual and homophobic harassment; and
  - promote positive intergenerational attitudes and relationships.

### **Objective 4: We will ensure that recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our school's vision and values**

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, or national origin;
- whichever their gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity; and
- whatever their age

### **Objective 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, 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;
- lesbian, gay, bisexual and transgender; and
- age (where appropriate).

### **Objective 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible 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;
- lesbian, gay, bisexual and transgender people; and
- people of different ages and generations.

### **Objective 7: We feel that the community 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,
- lesbian, gay, bisexual and transgender people; and
- people of different ages and between generations.

### **Practical application of these principles**

In the light of the principles stated above the following characteristics have been considered in order to identify practical objectives and plans of specific action:

- disability
- ethnicity
- gender
- sexual orientation
- religion and belief
- age

We will actively seek opportunities to review the curriculum in order to ensure that teaching and learning reflect the seven principles outlined above. We will ensure staff and governors are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

We ensure that the objectives listed above apply also to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and assessment;
- pupils' and staff personal development, welfare and well-being;

- teaching styles and strategies;
- admissions and attendance;
- staff and governor 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;
- participation of groups in wider school activities; and
- preparing all members of the learning community for living and positively contributing to a diverse society.

The school is opposed to all forms of prejudice which stand in the way of fulfilling legal duties for all aspects of equality:

- prejudices related to disability and special educational needs
- prejudices related to 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, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

There is guidance in the Trust policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the Trust and the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

### **3. Publication and Review**

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- The annual report to the Governing body.
- A report on the school website
- Meetings with parents; New parent meetings, parent evenings, individual meetings for children with additional and special needs.
- The school prospectus.





**Action Plan**

Objective	Actions	Time scale	Person/s Responsible	Resources	Measurable Outcome
To share the new equality plan with SLT/Governors					
To share the new equality plan with all staff					
To use the assessment form as specified in the policy					

## **Equality Impact Assessment**

<b>School</b>	Academy St JamesPrimary
<b>Date</b>	
<b>Lead member of staff</b>	
<b>Other involved staff/role</b>	

### **ACTIVITY /GROUP:**

#### **Is the proposal likely to have an adverse impact on compliance with the Equality Duty?**

Eliminating unlawful discrimination, harassment and victimisation Y/N

Promoting equality of opportunity Y/N

Fostering good relations Y/N

Please explain

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#### **Consultation Process**

With whom do you plan to consult?

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#### **Potential Issues**

<b>Characteristic</b>	<b>Positive Negative Neutral</b>	<b>Can barrier be removed? Y/N</b>
Disability		
Race		
Sex		
Gender reassignment		
Pregnancy, maternity		
Religion/belief		
Sexual orientation		

Marriage, civil partnership		
Age		

Explain in more detail