

ASHTON WEST END PRIMARY ACADEMY



EQUALITY AND DIVERSITY SCHEME

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EQUALITY SCHEME 2018-2020

1. Statement

This scheme outlines the commitment of the staff and governors at Ashton West End Primary Academy to promote equality. We will work to ensure that groups with the protected characteristics of gender, race, disability, age, gender reassignment, religion and belief, pregnancy and maternity, marriage and civil partnership and sexual orientation are free from discrimination and harassment. Our Academy will tackle the barriers which could lead to unequal outcomes for identified groups, ensuring there is equality of access and that we celebrate and value the diversity within our Academy community.

- a) In accordance with Academy values we pledge:
 - to respect the equal human rights of all our pupils
 - to positively promote equality and diversity
 - to tackle the barriers which could lead to unequal outcomes for identified groups of pupils
 - to educate pupils about equality
 - to respect the equal rights of our staff and other members of the Academy community.

- b) We will assess our current Academy practices (“Equality Impact Assessment”) and implement all necessary resulting actions in relation to:
 - Gender
 - Race
 - Disability
 - Religion or belief
 - Sexual Orientation
 - Gender Reassignment
 - Pregnancy and Maternity

- c) We will promote community cohesion at Academy, local, national and global levels, comparing our Academy community to its local and national context and implementing all necessary actions in relation to:
 - ethnicity,
 - religion or belief, and
 - socio-economic background.

2. Statutory requirements

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

Special Needs and Disability Act 2014

Special Needs and Disability Regulation 2014

The access plan in Section 11 below addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

3. **Community cohesion: a shared contextual statement**

The following statement outlines both the data and current issues relating to ethnicity, religion/belief and socio-economic factors. In examining the Academy's context, it relates closely to the beginning of the SEF. It demonstrates the awareness of the governors and their community partners of how the Academy community compares with the wider community, both locally and nationally. It therefore forms the basis for planning the actions in Section 12 below to promote community cohesion.

- Ethnicity/culture context of the Academy (local and national)

The Academy population is multi-ethnic and multi-faith and reflects the cultural mix within the community. The staff within the Academy also reflects the mix within the community.

- Religion/belief context of the Academy (local and national)

The religious ethos of the Academy reflects the different faiths within the Academy. Through assemblies and the curriculum pupils are given the opportunity to develop understanding of major religion.

- Socio-economic context of the Academy (local and national)

Ashton West End Primary Academy is located in an area of high social deprivation as defined by the percentage of free school meals.

- Current issues affecting cohesion at Academy, local and national level. Due to the makeup of the Academy population and the location of the Academy there are few issues affecting cohesion at our Academy.

4. **Responsibilities**

The named Governor will take the lead but the **governors** as a whole are responsible for:

- drawing up, publishing and implementing the Academy's equality objectives
- making sure the Academy complies with the relevant equality legislation; and
- making sure the Academy Equality Scheme and its procedures are followed
- monitoring progress towards the equality objectives and reporting annually

The **Principal** is responsible for:

- making sure steps are taken to address the Academy's stated equality objectives;
- making sure the equality, access and community cohesion plans are readily available and that the governors, staff, pupils, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out; and
- taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- anticipating and enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents / carers and visitors to the Academy.

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups; and
- dealing with prejudice-related incidents;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.

The Principal is responsible overall for:

- dealing with reports of prejudice-related incidents.

Visitors and contractors are responsible for:

- following relevant Academy policy

5. Staff development

We ensure that all staff, including support and administrative staff and governors will receive appropriate training and opportunities for professional development.

6. Publication and review

This Equality Scheme fulfils statutory requirements under the terms of legislation referred to above. As it is a public document, the Academy governors publish it by making it available as paper document on request and on the Academy website.

The scheme will be kept under regular review for three years and then replaced in September 2020

7. How we report on progress and impact

A report on progress with the actions listed below will be published by the governors via e.g. website, prospectus, newsletter etc at the end of each Academy year, i.e. July 2018 ,2019 and 2020.

Evidence will also be kept of the impact of our actions to promote community cohesion, in respect of ethnicity, religion or belief and socio-economic background.

8. How we conduct equality impact assessment

This section outlines our process for monitoring the potential impact of Academy practice in terms of

- ethnicity,
- religion or belief,
- socio-economic background,
- gender and gender identity,
- disability,
- sexual orientation,
- pregnancy and maternity and
- age

And other protected characteristics

Equality objectives identified by this process should be included in the three-year plan in Section 10 below, or in the Academy Improvement Plan as appropriate.

9. How we chose our equality objectives

Our equality objective-setting process has involved gathering evidence as follows:

- i. from the equality impact assessments listed in Section 8 above,
- ii. from the following data

Monitoring attendance for different groups of pupils
 Attainment gaps for different groups.

- iii. and from involving relevant people (including disabled people) from the start in the following way:
 - Use the Analyse School Performance (ASP) data to track the progress of different groups of pupils.
 - Use published data to compare the achievement of the pupils with national data.

The evidence was then analysed in order to choose objectives that will:

- i. promote equality of opportunity for members of identified groups
- ii. eliminate unlawful discrimination, harassment and victimisation, and
- iii. foster good relations between different groups in terms of
 - ethnicity,
 - religion or belief,
 - socio-economic background,
 - gender and gender identity,
 - disability,
 - sexual orientation,
 - pregnancy and maternity and
 - age.

And other protected characteristics

10. Three-year equality objectives 2018-2021
 (to be kept under regular review)

Equality objectives (focused on outcomes rather than processes)
To raise the attainment of all pupils regardless of race, class, gender, disability age, sexual orientation and religion or belief.
To ensure all pupils are given equal access to the National Curriculum.
The recruitment of staff are based on procedures which are fair and open to scrutiny.

11. Three-year access plan 2018-2021

This can relate very closely to the disability elements of the equality objectives in Section 10 above, except that it covers pupils only whereas the equality plan includes all members of the Academy community.

	Actions (focused on outcomes rather than processes)
i. improvements in access to the curriculum	<p>Through our work with disabled pupils we have develop He process for engaging parents when looking at support for disable pupils.</p> <p>Within the Academy there are a range of support including resources and staff with relevant knowledge to meet the need of pupils.</p> <p>The Academy will continue to provide training for staff.</p> <p>Engage with parents and pupils when considering their needs.</p>
ii. physical improvements to increase access to education and associated services	<p>The Academy already have in place good access for disabled pupils. We also have good links with a range of agencies who have and will be able to provide support for a range of needs.</p> <p>The action needed is to continue to improve the links with the different agencies in order that we can provide support for</p>
iii. improvements in the provision of information in a range of formats for disabled pupils	

12. Three-year community cohesion plan 2018-2021

The choice of appropriate actions to promote community cohesion is based on the needs identified in the contextual statement in Section 3 above, relating to ethnicity, religion or belief and socio-economic background.

For this purpose, the four geographical dimensions of “community” are as follows:

- the Academy community
- local communities
- communities across the UK
- the global dimension

	Actions (focused on outcomes rather than processes)
i. teaching, learning and the curriculum	<p>We have links with a school in China with provides the pupils and staff with the opportunity to access the wider curriculum.</p> <p>To continue to develop links with the community through visits and people in the community working with the Academy.</p>

<p>ii. Equity between groups in Academy, where appropriate</p>	<p>Ensure that the activities offered are inclusive of children with special educational needs and children with disabilities.</p> <p>Children whose first language is not English have full access to activities and are supported in their learning and play.</p>
<p>iii. Engagement with people from different backgrounds, including extended services</p>	<p>Through participation in religious celebrations and festivals pupils will have a greater understanding of different cultures and religion.</p> <p>Pupils have the opportunity to visit different places of worship and to engage with visitors to the Academy.</p> <p>Pupils have the opportunity to engage with different community groups.</p>

Date approved by the Governing Body: 15th June 2011.

Last Reviewed: June 2018

Review Date: **Next review date: June 2020**