



# **Ashton West End Primary Academy**

## **Equality and Diversity Policy**

### **Equality Objectives**

Approved by the Curriculum and Standards Committee

Date: 8<sup>th</sup> July 2020

Review Date: July 2022

## **Mission Statement:**

‘Today I am proud of my school,  
tomorrow my school will be proud of me.’

## **Overview:**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes which schools need to be aware of. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas. As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character - are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

- Introduction of a new single equality duty to replace the previous three separate duties. This includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives. Initially this must be done by 5 April 2012, and then periodically updated.
- It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act.
- It is now unlawful to discriminate against a transgender pupil.
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby.
- New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim.
- Extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled pupils. Following the recent consultation on implementation and approach, this duty was introduced in September 2012.

## **Statement**

This policy 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
  - Socio-economic background

## **Our Aims and Values**

Ashton West End Primary Academy is a welcoming setting where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others is fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Ashton West End Primary Academy, we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to

remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our students can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being).
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age.
- Plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage.

To achieve these aims we will:

- Involve governors in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies with the whole community.
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage.
- Use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning.
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity.
- Have high expectations of behaviour which demonstrates respect to others.

### **Leadership, Management and Governance**

Ashton West End Primary Academy is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community.
- Encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

### **Responsibilities**

#### The Governing Body

It is the Governing Body's responsibility to:

- Ensure that the academy complies with equality legislation

- Meet requirements to publish equality schemes
- Ensure that the Academy's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Scrutinize the recording and reporting procedures at least annually
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body
- Provide information in appropriate, accessible formats
- Be involved in dealing with serious breaches of the policy
- Be pro-active in recruiting high-quality applicants from under-represented groups.

#### The Principal

It is the Principal's responsibility to:

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with LA guidance
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy
- Produce a report on progress for governors annually

#### All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the Academy for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

#### **Breaches of the Policy**

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

## **Policy planning and development**

In the planning and development stage of policy making, we will ensure we have consulted and taken into account Governors views. All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity. There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual students / cohorts.

## **Monitoring and Quality Assurance**

Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the Academy meets its duty to positively promote diversity. (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.)

## **Statutory requirements**

### **The equality objectives:**

The equality objectives within this policy 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

### **How we chose our equality objectives**

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

- From the equality impact assessments
- From following data
- Monitoring attendance for different groups of pupils
- Attainment gaps for different groups
- Involving relevant people, from the start, in the following way:
  - Using the Analyse School Performance (ASP) data to track the progress of different groups of pupils.
  - Using published data to compare the achievement of the pupils with national data.

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

- Promote equality of opportunity for members of identified groups
- Eliminate unlawful discrimination, harassment and victimisation
- 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
- Age
- Any other protected characteristics

The access plan within this policy addresses our duty under the Special Educational Needs and Disability Act (SENDA) 2001.

### **Three year equality objectives – 2018 – 2021**

|   |
|---|
| Equality objectives<br>(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 is based on procedures which are fair and open to scrutiny.  |

### **Three year access plan 2018 – 2021**

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

| Three year access plan 2018 – 2021   |  |
|--|--|
|  | Actions<br>(focused on outcomes rather than processes)   |
| Improvements in access to the curriculum   | <p>Through our work with disabled pupils we have develop the process for engaging parents when looking at support for disabled pupils.</p> <p>Within the Academy there is a range of support. This includes 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> |
| 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>  |
| Improvements in the provision of information in a range of formats for disabled pupils |  |

### Three year community cohesion plan 2018 – 2021

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

For this purpose, the four geographical dimensions of ‘community’ are as follows:

- The Academy’s community
- Local communities
- Communities across the UK
- The global dimension

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging
- Developing an appreciation of the diversity of people’s backgrounds and circumstances
- Creating opportunities for all learners to achieve their potential
- Building strong and positive relationships

| Three year community cohesion plan 2018 – 2021                                 |   |
|--|---|
|  | Actions (focused on outcomes rather than processes)   |
| Teaching, learning and the curriculum  | <p>We have links with a school in China which 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 also people in the community working with the Academy.</p> |
| Equity between groups in Academy, where appropriate                            | <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>    |
| Engagement with people from different backgrounds, including extended services | <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> |



|  |  |
|--|--|
|  | Pupils have the opportunity to engage with different community groups. |
|--|--|

Date: July 2020

Next review date: July 2022