

EQUALITY POLICY

Policy Date: October 2009

Last updated: May 2016

Review date: May 2017

Portfolio Group responsible: SEN & Safeguarding/Personnel

Where it came from: Deputy Headteacher/ Headteacher



St. Christopher's

MULTI ACADEMY TRUST

1. Context

This larger than average 11-19 Academy is built into a hill within a rural isolated area. Around half of the students come from the local town but the remainder travel some distance to the school. Much of the local employment is seasonal. Almost all the students are White British. The proportion of students with learning difficulties and/or disabilities is lower than that seen nationally, the largest proportion of these students having emotional, behavioural and social, moderate learning and specific learning difficulties such as dyslexia. There is a learning support unit (LSU) within the school and a Local Additional Provision (HUB) that students with a variety of needs can access.

The legal and local framework for this policy is:

- Equality Act 2012
- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

The Academy is aware that direct discrimination, indirect discrimination or any kind of harassment and victimisation constitutes unlawful behaviour.

Any reference to a parent in any Academy policy applies not only to a pupil's birth parents but to adoptive, step and foster parents, or any other persons who have parental responsibility for, or who have care of a pupil.

The Academy is aware of the fact that the delivery of the curriculum is explicitly included in equality legislation.

The policy should be read in conjunction with the Code of Conduct, Pupil Premium policy, safeguarding policy and Disciplinary policy

2. Aims and Values

We serve and support our community providing a child-centred education that reflects Christian values. Respecting the dignity and potential of each individual person and sensitive to the needs of a diverse society, we strive to enhance and strengthen our values:

- Hope
- Kindness
- Courage

- Integrity
- Trust
- Respect
- Responsibility

These values are central to our school.

We are committed to the highest standards of academic excellence; we are dedicated to providing the best possible education for all our students by developing the knowledge, understanding and skills essential for learning and leading a fulfilled life.

A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, gender, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At The Ilfracombe Academy we 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 learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children 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;
- to provide 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;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation of all relevant improvement plans, policies and procedures;
- publish and share our policies with the 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 pupils' 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 for and tolerance of others.
- treat all forms of bullying with equal seriousness, being mindful in particular of bullying against groups with protected characteristics.

The Academy is at all times mindful that it has a responsibility to avoid discrimination, promote tolerance and prevent harassment or victimisation of a pupil or potential pupil in relation to:

- Admissions
- In the way it provides education for pupils
- In the way it provides pupils access to a benefit, facility or service
- Excluding a pupil or subjecting them to any other detriment or disadvantage.

Positive Action

The Academy is committed to alleviate disadvantages experienced by pupils with particular protected characteristics. In addition to the examples provided in equality legislation, the Academy is aware of the need to mitigate against the consequences of economic deprivation.

3. Leadership, Management & Governance

The Ilfracombe 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 pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA), the Diocese of Exeter, other partners 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;
- abide by the law on admissions;

- 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;

The Headteacher

It is the Head teacher's responsibility to:

- implement the policy and its strategies and procedures;
- in all dealings with staff, adhere to policies relating to staff conduct, capability and attendance and apply them without fear or favour;
- ensure that all staff receive appropriate and relevant continuous professional development, according to their need as identified through appraisal, and within the resources the Academy will deploy equitably;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with policy;
- ensure that all visitors and contractors are aware of, and comply with, the Academy'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 school 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, sexual orientation or any other protective characteristic;
- 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.

4. Policy Planning and Review

Breaches of the Policy

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

Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked in each ½ term period. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status and Free School Meal provision.

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

The data collected is used to inform further school planning, target-setting and decision-making.

Equality Objectives (proposed)

- To raise attainment for boys
- To improve the attendance of girls
- To raise attainment of all Free School Meal, Ever6 and disadvantaged students

APPENDIX A

Equal Opportunities Statement

The Ilfracombe Academy is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We serve and support our community providing a child-centred education that reflects Christian values. Respecting the dignity and potential of each individual person and being sensitive to the needs of a diverse society, we strive to enhance and strengthen our values:

- Hope; Kindness; Courage; Integrity; Trust ; Respect; Responsibility

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 pupils to maximise their potential regardless of age, gender, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Ilfracombe 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 children 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 children 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;
- make inclusion a thread which runs through all our activities.

EQUAL OPPORTUNITIES NOTES OF GUIDANCE

All members of staff have a copy of the school's Equal Opportunities Statement and Policy. There is also a copy on the school's website on www.ilfracombeacademy.com

- It is the responsibility of any student or member of staff who is aware of another person using offensive language (spoken or written), gesture or symbolic behaviour to report the incident. This may cause offence because of gender or disability discrimination, racial prejudice, homophobia or bullying.
- In the first instance this should be reported to the appropriate Director of Learning, or in the case of a member of staff, to the Line Manager.

- The person to whom the incident is reported must investigate the incident and liaise with the appropriate member of SLT.
- The incident must also be logged on the appropriate LA/school incident form.
- Where the offender is a student, and the investigation affirms that it is a serious incident, the Assistant Headteacher (Behaviour & Attendance) will contact the parents and arrange for a fixed term exclusion, as well as appropriate support for the victim.
- Where the offender is a member of staff it will be referred to the Headteacher to be dealt with under the LA's Disciplinary Code of Practice.

In the case of any queries over this procedure then please see Sharon Barnes

POLICY HISTORY				
Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
March 2011	Remove reference to positive discrimination under governing body responsibilities	Sharon Marshall	March 2011	
March and June 2012	Updated in light of Equality Act 2012, now covering all equality policies in one Adding Appendix A (existing equal opps statement)	Sharon Marshall	June 2012	March 2013
November 2013	Updated to be in line with Academy/Church status	Graham Hill		
March 2015	Further amendments as November 2013	Sharon Marshall	March 2015	March 2016
May 2016	Updated re reading in conjunction with other policies	Sharon Marshall	May 2016	May 2017