

BARWELL CE ACADEMY EQUALITY PLAN

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1.Overview

1.1 At Barwell CE Academy, we are committed to ensuring equality of opportunity for all pupils, staff, governors, parents and carers, irrespective of race, gender, disability, faith or religion. We aim to create and maintain a culture in which all those connected to the school feel proud of their identity and are able to participate as fully as possible in all aspects school life.

We will

- monitor the achievement of pupils by race, gender, additional needs including contextual factors relating to possible social or economic deprivation. We will use this data to support pupils, raise standards and ensure inclusive teaching.
- actively promote the equality of all pupils, staff, governors and parents
- actively seek to prevent and, when necessary, respond promptly and effectively to any incidences of bullying, whatever the motivation
- actively strive to create and maintain an environment which champions respect for everyone attending and connected with the school.

1.2 At Barwell CE Academy we believe that diversity is a strength to be respected and celebrated by all those who learn, teach and visit our school. We are active in broadening the horizons of our pupils through curriculum and extracurricular experiences, in order that they may better recognise, appreciate and respect the wider world beyond our school and their own cultures.

2.0 Equality in Policy and Practice

As well as the specific actions set out in this plan, the school operates equality of opportunity in its day-to-day practice in the following ways.

2.1 Teaching and Learning

We aim to provide all our pupils with opportunities to succeed and to fulfill their potential. To do this, we:

- use pupil achievement data to monitor attainment and progress and to provide personalised targeted support to individuals and groups of pupils
- are mindful of the needs, interests and potential of all pupils when planning for future learning and when setting challenging targets
- ensure equality of access to the wider curriculum for all pupils
- ensure our resources, teaching materials and curriculum content reflect the diversity of the school population and local community in terms of race, gender and disability
- actively promote attitudes, values and behaviours which challenge prejudice and discrimination of all kinds
- provide opportunities for pupils to appreciate their own cultures and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;

2.2 Admissions and Exclusions

2.21 The School has adopted in its entirety the Local Authority School Admissions Policy, itself wholly compliant with English law. Admissions arrangements do not discriminate on race, gender, or disability grounds.

2.22 Exclusions are extremely rare at Barwell CE Academy and only occur strictly in accordance with the school Behaviour Policy and legal guidance on the exclusion of pupils. School Governors are informed promptly of any pupil exclusion and monitor exclusion data to ensure compliance with all statutory obligations.

3.0 Equal Opportunities for Staff

3.01 We implement all the statutory responsibilities relating to equal opportunities principles and legislation. The Governors closely monitor all aspects of staffing and employment and with particular reference to their relation to equality and fairness.

3.02 All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

3.1 Employer Duties

3.11 As an employer we have an obligation to address any discrimination in the workplace and to be scrupulous in promoting equality of opportunity for all groups in our workforce.

3.12 Actions to ensure this commitment is met include:

- in our recruitment activities, we comply fully with all Equal Opportunities legislation
- access to promoted posts and provision of further professional training on the basis of objective criteria relating to school need and individual aptitude
- Governors monitor all aspects of recruitment and professional advancement
- Governors apply all statutory and school grievance protocols and procedures in a fair, timely and transparent manner

4.0 Equality and the Law

4.01 There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

4.02 The Action Plan at the end of this Equality Plan outlines the actions Barwell CE Academy will take to meet the general duties detailed below.

4.1. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

Under our specific duty we will:

- prepare an Equality Plan which includes our written policy for race equality;
- assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- monitor the impact that our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4.2. Disability

This section should be read in conjunction with the school's Special Educational Needs (Inclusion) Policy and Accessibility Plan.

4.21 Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience long-term and substantial adverse effect on their activities
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

4.3 Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them
- Review and revise this Scheme every three years.

4.4 Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every three years

4.5 Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

5.0 Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parental consultation
- Input from staff surveys or through staff meetings
- Pupil feedback from the School Council, PSHE lessons and other curriculum activities
- Issues raised in SEN Annual Reviews or reviews of progress on Individual Education Plans (IEPs) Personalised Provision Maps, mentoring and support;
- Feedback at Governing body meetings.

6.0 Roles and Responsibilities

6.1 The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender, disability, religion or belief.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender, disability, religion or belief.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender, disability, religion or belief.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, gender, disability, religion or belief.

6.2 The roles of the Head Teacher and Head of School

- It is the joint responsibility of the Head Teacher and Head of School to implement the school's Equality Plan and they are supported by the governing body in this.
- It is the joint responsibility of the Headteacher and Head of School to ensure that all staff are aware of the Equality Plan, and that staff apply these guidelines fairly in all situations.
- The Head teacher and Head of School ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against with regard to employment or training opportunities.
- The Head Teacher and Head of School promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Teacher and Head of School respond to all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness and acts on these in a timely manner.

6.3 The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.
- Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7.0 Tackling Discrimination

7.1 Harassment on account of race, gender, disability, sexual orientation, religion or belief is unacceptable and is not tolerated within the school or in activities or contexts connected with the school

7.3 All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and to support the full range of diverse needs according to a pupil's individual circumstances.

7.4 All discriminatory incidents or incidents of harassment or bullying are dealt with initially by the member of staff present.

All incidents are reported to the Head Teacher and/or Head of School in a timely manner and are reported appropriately to the governing body and local authority on a timely basis.

7.5 What is a discriminatory incident?

7.51 Harassment on grounds of race, gender, disability, sexual orientation, religion or belief (or other factors such as socio-economic status) can take many forms, including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

7.52 There are occasions where pupils unknowingly stray into behaviours that may be perceived as discriminatory (e.g. young children using words or actions the meaning of which is not clear to them). Such situations need to be dealt with reasonably and sensitively. The decision on whether to address such events as actually discriminatory is for the Head Teacher and / or Head of School who is accountable in this to the Governors. Incidents not judged as discriminatory nevertheless need to be recorded but need not be formally reported.

7.6 Types of discriminatory incident

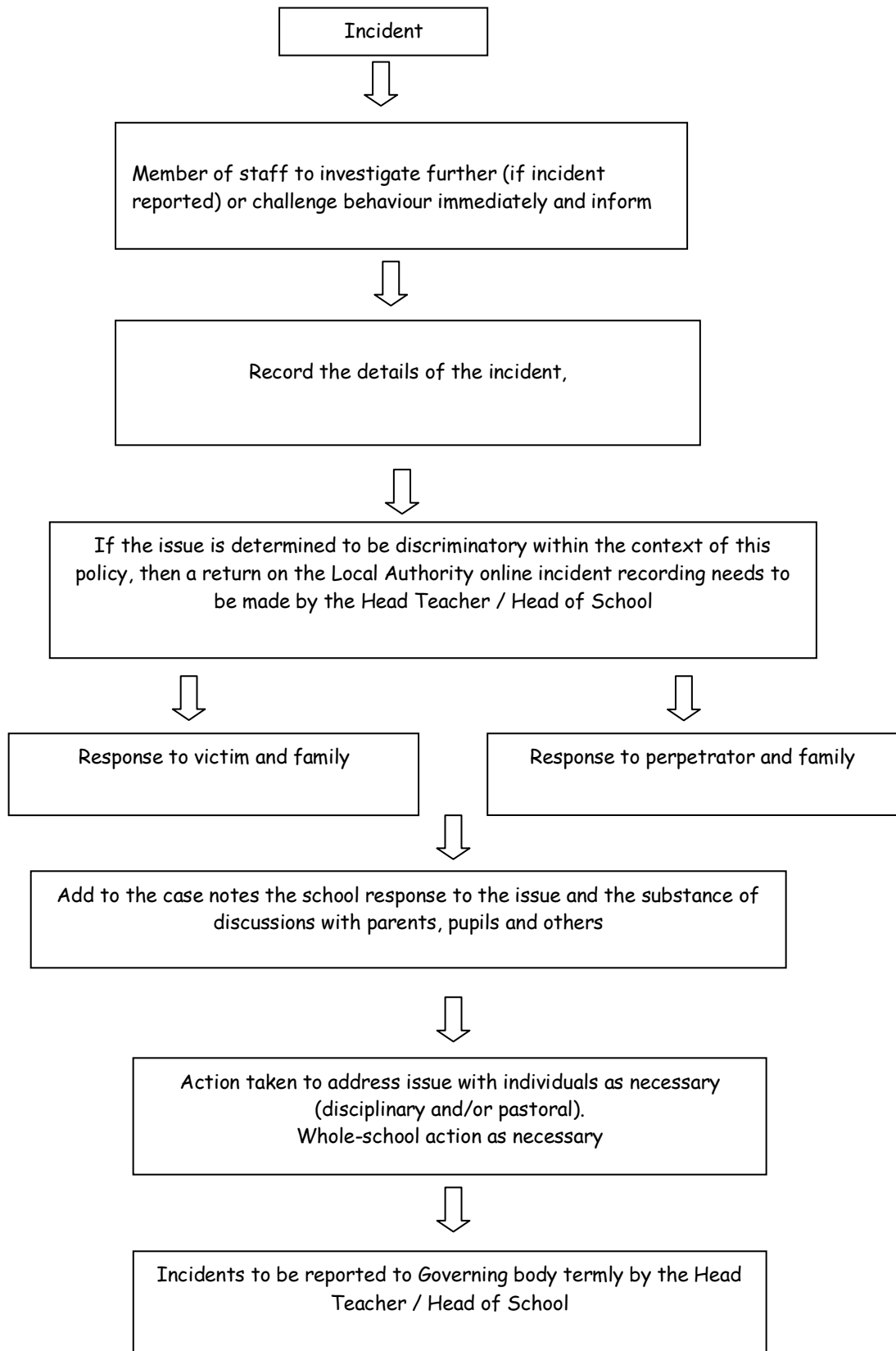
Types of discriminatory incidents that may occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender, religion or belief;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or otherwise discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or otherwise discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation, religion or belief;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation, religion or belief.

7.7 Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for dealing with incidents is outlined below.



8.0 Review of Progress and Impact

8.1 The Equality Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

8.2 We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and additional needs including contextual factors relating to social and/or economic deprivation to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

9.0 Publishing The Plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- publish our plan on the school website
- raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- ensure hard copies are available from the School Office

Signed: **(Chair of Governors)** **Date**

Signed: **(Head Teacher)** **Date**

Signed: **(Head of School)** **Date**

10. BARWELL CE ACADEMY EQUALITY ACTION PLAN - May 2014

Equality Strand	Action	How will the impact of the action be monitored	Personnel	Deadline	Success Criteria
All	(Statutory) Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	question about parent awareness of Equality Scheme in annual Governor survey questions (November Parent Evening)	Head teacher / Head of School / designated member of staff	Ratify May 14 Inclusion Governors + place on Website Monitor termly. Review annually (November)	Staff are familiar with the principles of the Equality Plan and use them when planning and teaching lessons, and when creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement data by race, gender, additional needs and contextual factors relating to deprivation and act on any trends or patterns in the data that require additional support for pupils.	achievement data analysed by race, gender and additional needs including factors relating to deprivation	Head teacher / Head of School / GB	Annually in Sept termly on receipt of updated pupil achievement data	Analysis of teacher assessments / annual data demonstrates closing of achievement gaps
All	Ensure that the curriculum promotes role models that young people positively identify with, reflecting the school's diversity in terms of race, gender disability, religion and belief.	SLT and Subject Leaders monitoring exercises Long-term/Medium Term planning	Teachers within Learning Journey planning	Annually in curriculum planning	Thematic planning. MER outcomes by SLT and subject leaders reflect this aim.
All	Recognise and represent the talents of disabled pupils in provision where appropriate, and ensure representation in any provision fully reflects the school population in terms of race, disability, additional needs, deprivation and gender.	Gifted and Talented register monitored by race, gender and disability	Inclusion Leader / Headteacher / Head of School	Ongoing	Analysis of the Gifted and Talented register appropriately reflects the school's diversity
All	Ensure that displays in classrooms and corridors recognise diversity in terms of race, gender and ethnicity. Ensure school collective worship themes address equality themes	SLT and subject Leaders monitoring exercises – including learning environment Planning of Collective Worship themes	Head teacher/ SLT Class teachers	Ongoing	Appropriate diversity reflected in collective worship themes and in school displays across all year groups
All	Ensure all pupils are given the appropriate opportunities to make a positive contribution to the life of the school e.g. through involvement in the School Council, Eco Warriors, collective worship, drama productions, sporting events, fund raising events	Involvement monitored by race, gender, disability, additional needs and deprivation	SLT/ Class Teachers / SC and Eco Warrior Leaders	ongoing	Appropriate diversity in a wide range of school activities

10. BARWELL CE ACADEMY EQUALITY ACTION PLAN - May 2014

Equality Strand	Action	How will the impact of the action be monitored?	Personnel	Deadline	Success Criteria
Race Equality Duty	(Statutory) Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing Body / Local Authority on a termly basis.	The Head teacher / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to continuance of extremely rare occurrence of reportable incidents? Are pupils and parents satisfied with the response to any identified issues?	Head teacher / Head of School / Governing body	Reporting: termly at Full Governor Meetings	Teaching staff are aware of, respond to and record racist incidents using school systems
Gender Equality Duty	Monitor and evaluate pupil participation in extra-curricular activities and undertake gender analyses. Refocus activities if necessary to encourage participation by boys/girls	Survey of extra-curricular participation	Headteacher / Head of School	Termly	There is an appropriate gender balance across extra-curricular activities offered within all age ranges
Disability Equality Duty	Notification of Staff and Governor vacancies to include reference to welcoming nominations from disabled candidates	Monitoring of applications by disability to see if material was effective	CoG Inclusion Sub-Committee	Ongoing	Reasonable and appropriate measures taken to attract suitable disabled candidates
Community Cohesion	Increase pupil awareness and understanding of different communities through class study of a range of 'Celebrations' in different cultures and faiths. Each class to study a different 'Celebration' each year and present their findings through drama, AV presentation, dance, song, speech etc. Maintain and develop links with a school in an ethnically diverse area of Leicestershire Maintain and develop links with schools in other countries	MER of pupil understanding and appreciation of celebrations in faiths and communities beyond their own	Head Teacher / Head of School SLT RE Leader	Continuing year on year	Increased awareness of different communities shown in PSHE and RE assessments

11. Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- pupil achievement is monitored by race, gender, additional needs and socio-economic factors and any trends or patterns in the data that may require additional or remedial action attract a timely and effective response
- all staff are aware of the school's Equality Plan
- the talents of disabled pupils are recognised and represented in Gifted and Talented provision, and representation in any provision fully reflects the school population in terms of race and gender
- there is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc
- the school will ensure that it takes all reasonable steps to ensure that children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE, dance and assemblies
- after school provision will take reasonable account of all pupil needs within the context of this policy. After school club staff will know and follow all aspects of the school's anti-discrimination policy and practice as detailed in this document.
- staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, School Council meetings, parents evenings, etc.

The school will provide:

- additional support for pupils who under-achieve in order that they make progress in their learning and their personal well-being
- additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- additional support for disabled parents/carers and staff to help them to play a full part in the life of the school as appropriate and reasonable.

PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS

The school will:

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- encourage the recruitment of disabled people to the school in appropriate roles and support them in their work and career development
- recruit the best candidates to the school workforce, irrespective of gender, sexual orientation, ethnicity, disability, religion or belief
- recruit to the Governing body through due process the best candidates, irrespective of gender, sexual orientation, ethnicity, disability, religion or belief
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships including links with different schools and communities
- provide careful and bespoke support to disabled/SEN pupils in the period of transition between Primary and Secondary school to ease the stress of moving and increase familiarity with new surroundings
- Help children and young people to understand other communities and to value diversity
- Promoting shared values, awareness of Human Rights and how to apply and defend them

ELIMINATING DISCRIMINATION AND HARASSMENT

The school will:

- Continue to prioritise and apply best practice in anti-bullying, including equality perspectives
- Continue to expect all school staff to challenge and address any issues bullying and harassment, including that originating in discriminatory attitudes
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour

MONITORING IMPACT

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender, socio-economic factors and disability, and will use this to inform strategies to raise achievement

11. Appendix B

Check list for school staff and governors

- Is information collected on race, disability and gender with regards to pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered where necessary in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

This policy was reviewed and revised in May 2014 and will be reviewed each three years (May 2017).
The impact will be reviewed termly through assessment outcomes.

Signed: (Chair of Governors) Date: