



Appleton Academy

Pupil Equality Policy



Approved By	Approval Date	Next Review Date
BCET Board	December 2016	2019/20 – Term 3

I.0 Advice on First Aid Referrals

Statement/Principles

The policy outlines the commitment of the staff and Governors to promote equality for children and young people at Appleton Academy. This involves tackling the barriers which could lead to unequal outcomes so that there is equality of access and the diversity within the academy community is celebrated and valued.

We believe that equality at Appleton Academy should permeate all aspects of academy life and is the responsibility of every member of the academy and wider community. Every member of the academy community should feel safe, secure, valued and of equal worth. At Appleton Academy, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

Meeting our Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

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

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

Age and marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to pupils.

Public Sector Equality Duty (2011)

Appleton Academy has paid due regard to the need to:

- **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 (Appendix A)

For the 2016/17 academic year these are;

- Improve the achievement of boys at the end of each key stage

- Improve the achievement of high prior attaining disadvantaged pupils
- Improve the attendance of disadvantaged pupils and reduced persistence absence.

Ethos, Vision and Values

Policy Commitments

Promoting Equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed.

To achieve this we will ensure:

- curriculum planning reflects a commitment to equality;
- the curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the academy;
- there will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- the promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- the use of images and materials which positively reflect a range of cultures, identities and lifestyles.

Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- adults in the academy will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- it is important to identify the particular needs of individuals and groups within the academy and to use targeted interventions to narrow gaps in achievement;
- a range of approaches to teaching is used throughout the academy to ensure that effective learning takes place at all stages for all pupils.
- all pupils are actively encouraged to engage fully in their own learning.

Promoting Equality: The ethos and culture of the academy

- At Appleton Academy, we are aware that those involved in the leadership of the academy community are instrumental in demonstrating mutual respect between all members of the academy community;
- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the academy;
- Children and young people are encouraged to greet visitors to the academy with friendliness and respect;
- The displays around the academy reflect diversity across all aspects of equality and are frequently monitored;
- Reasonable adjustments will be made to ensure access for pupils, staff and visitors (including parents) with disabilities);
- Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based and off-site activities;
- Pupils' views are actively encouraged and respected. Pupils are given an effective voice for example, through advocacy, school forums, Learning Detectives, Anti Bullying Ambassadors and student voice surveys

- Positive role models are used throughout the Academy to ensure that different groups of pupils feel welcomed and included.

Promoting Equality: Staff Recruitment and Professional Development

- All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity.
- Access to opportunities for professional development is monitored on equality grounds;
- Equalities policy and practice is covered in all staff inductions;
- All supply staff and contractors are made aware of the equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

Promoting Equality: Countering and Challenging Harassment and Bullying

- The academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The academy has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;
- The academy reports to Governors, parents and LA on an annual basis the number of prejudice related incidents recorded in the school.

Promoting Equality: Partnerships with Parents/Carers and the Wider Community

Appleton Academy works in partnership with parents/carers. We:

- take action to ensure all parents/carers are encouraged to participate in the life of the school;
- maintain good channels of communication, e.g. through parent forums, to ensure parents' views are captured to inform practice;
- encourage members of the local community to join in academy activities and celebrations;
- ensure that the parents/carers of newly arrived pupils e.g. EAL, Gypsy, Roma and Traveller or pupils with disabilities are made to feel welcome.

Responsibility for the Policy

At Appleton Academy all members of the academy community have a responsibility for promoting equalities.

The Exceed Board has responsibility for ensuring that:

- The academy complies with all equalities legislation relevant to the academy community;
- The academy's equalities policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the Academy Development Plan, the Accessibility Plan or may be stand-alone documents);
- The actions, procedures and strategies related to the policy are implemented;

The Headteacher and Senior Leadership team has responsibility for:

- Providing leadership and vision in respect of equality, in partnership with the BCET Board and Local Governing body;
- Overseeing the implementation of the equality policy and schemes;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents.

All academy staff have responsibility for:

- The implementation of the academy's equalities policy and schemes;

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination.
- Keeping up to date with equalities legislation.

Monitoring and Review

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we will carry out regular reviews of all aspects of academy life with regard to the protected characteristics by means of an Equality Impact Assessment.

- All academy leaders and managers will be trained in carrying out an equality impact assessment of their area of responsibility
- Any gaps in provision and practice that are identified form part of an action plan. (Appendix A)

Impact

- We will monitor the ongoing impact of these changes on those who may be affected in the following ways:
- Tracking of pupil achievement across the academy with an additional focus on equality groups
- Staff surveys and consultation that demonstrates emotional health and well being, engagement and involvement

Policies

The following academy policies should be read in conjunction with this policy:

- Admissions Policy
- SEND Policy
- Complaints Procedure
- Curriculum Statement
- Pay Policy
- Performance Management Policy
- Safeguarding - Child Protection Policy
- Behaviour Policy
- SEND Policy
- Accessibility Plan

Appendix A

Equality Objectives and Action P

- Improve the achievement of boys at the end of each key stage
- Improve the achievement of high prior attaining disadvantaged pupils
- Improve the attendance of disadvantaged pupils and reduced persistence absence.

Equality Objective 1:

We have chosen this objective because:
To achieve this objective we plan to:

Equality Objective 2:

We have chosen this objective because:
To achieve this objective we plan to:

Equality Objective 3:

We have chosen this objective because:
To achieve this objective we plan to: