



ST. MARY'S  
ACADEMY TRUST

**St Mary's Academy Trust**  
**Queens Road Academy**

**Equality Information and Objectives**  
Including Equality Policy for Trust Schools

September 2017

Equality policy agreed St. Mary's Academy Trust board 5<sup>th</sup> Sept 2016

Adopted by Queens Road Academy

Signed ..... *Paul Howarth* .....

(Chair of Queens Road Academy Local Governing Body)

To be reviewed by September 2019

(To be review at least every 4 years)

## **Equality and Diversity Policy**

Introduction This Equality and Diversity Policy represents a commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the policy.

### **Aims**

St Mary's Academy Trust are committed to advancing and achieving equality of opportunity for all students, parents /carers / associated persons, staff, governors and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.

### **Scope**

This policy encompasses the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- marriage and civil partnership

### **Values, principles and standards**

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values,

- equality and social justice
- acknowledging and valuing diversity
- respect for others
- compliance with equality legislation
- elimination of all forms of prejudice and unfair discrimination
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour
- commitment to inclusive education which enables and supports all students to develop their full potential
- commitment to the positive development of all staff and governors
- accountability for compliance with this policy by all members of the school and Trust

### **Objectives**

The objectives of this Equality and Diversity Policy are to:

- develop an ethos which respects and values all people
- actively advance equality of opportunity
- prepare students for life in a diverse society
- promote good relations amongst people within the Academies community and the wider communities within which we work
- eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation or other oppressive behaviour
- deliver equality and diversity through our Academies policies, procedures and practice
- make reasonable adjustments and do our utmost, within available resources, to remove barriers which limit or discourage access to Academy provision and activities
- take positive action to provide encouragement and support to individuals and groups whose progress has been limited by protected characteristics, stereotyping and cultural expectations
- monitor the implementation of equality and diversity within the Academies
- set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals. Communication of Equality and Diversity Policy We will take active

steps to communicate this Equality and Diversity Policy to all students, parents/carers/associated persons, staff, governors, partners, stakeholders, contractors and visitors to the Academies.

### **Responsibilities and accountabilities**

The Trust Board are responsible for:

- making sure the Academies follow all of its equality and diversity policies and codes, and meets its legal responsibilities with respect to equality.

The Headteacher is responsible for

- giving a consistent and high-profile lead on equality and diversity
- advancing equality and diversity inside and outside the Academy
- ensuring policies and procedures are in place to comply with all equality legislation
- ensuring that the Academies implement its equality and diversity policies and codes of practice
- putting the Academy equality and diversity policies and codes into practice
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out
- following the relevant procedures and taking action in cases of unfair discrimination, harassment, bullying or victimisation

### **All staff (teaching and non-teaching) are responsible for**

- promoting equality and diversity, and avoiding unfair discrimination
- actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors
- keeping up-to-date with equality law and participating in equal opportunities and diversity training

Pupils are responsible for

- respecting others in their language and actions
- obeying all of the Academy equality and diversity policies and codes

### **Monitoring and review**

This Equality and Diversity Policy has been approved and adopted by the St Mary's Academy Trust. A task group will review the policy every three years, or as required to ensure it remains compliant with Equality legislation. Monitoring the implementation of this policy is the responsibility of each school within the Academy Trust.

Queens Road Academy  
September 2016

## Equality Policy

### Why we have developed this Equality Policy

This Equality Policy for Queens Road Academy brings together all previous policies, schemes and action plans around equality including those that we had previously for **Race, Gender and Disability**. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects, which have the potential to discriminate against any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.

The purpose of this Policy is to set out how our policies and practices have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity and
- foster good relations between groups.

It explains how we listen to and involve pupils, staff, governors, parents/carers and the community in achieving better outcomes for our children and young people.

### Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

We currently have 230 (FTE) pupils on roll  
In gender terms this equates to 54% girls and 45% boys  
39% of our pupils have free school meals  
12% of our pupils have Special Educational Needs  
39% of our pupils are classified as Pupil Premium  
45% of our pupils have an ethnic minority background  
39% speak English as not their first language

### Overall aims of our Equality Policy

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

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<sup>1</sup> <http://www.unicef.org/crc/>

## Our approach

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

### We actively seek out opportunities to embrace the following key concepts:

- **Shared Humanity.** Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- **Valuing difference and diversity.** We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- **Interdependence, interaction and influence.** We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- **Social cohesion** within our school and within our local community
- **Excellence.** We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- **Personal and cultural identity.** We will provide opportunities to explore and value the complexity of our personal and cultural identities
- **Fairness and social justice.** We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

### Our vision statement about Equality

Queens Road Academy seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### Our duties

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all.

We are also guided by the United Nations Convention on the Rights of the Child<sup>2</sup>.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school

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<sup>2</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

- school policies
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for assessment
- national test arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or school visits
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Headteacher will:

- ensure that governors, staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy
- ensure that the objectives arising from the policy are part of the School Strategic Plan (SSP)
- support the Headteacher in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing the Equality Policy
- provide a lead in the dissemination of information relating to the policy
- with the Headteacher, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SSP

Our pupils will:

- be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the policy
- be encouraged to actively support the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Equality Policy
- have access to the policy through a range of different formats appropriate to their requirements
- be encouraged to actively support the policy
- be encouraged to attend any relevant meetings and activities related to the policy
- be informed of any incident related to this policy which could directly affect their child

Our school staff will:

- be involved in the development of the Equality Policy
- be fully aware of the policy and how it relates to them
- understand that this is a whole school issue and support the policy
- identify any queries or training requirements

Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Equality Policy
- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

### **How we developed our Policy - Participation and Involvement**

The development of this policy has involved the whole of our school community. We've involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010

- Our pupils through our PSHE curriculum, assemblies, school council. Specific curriculum events- eg show racism the red card, the blind society, Paralympics assembly/visitor
- Our staff through staff meetings, discussions, inclusion strategies
- Our school governors through twice termly LGB meetings
- Parents/carers through our website, newsletters and surveys

### **How we developed our Policy - Using information**

We have used data and other information about our school, and Equality analysis as a measure to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

We have taken a step-by-step approach to equality analysis as set out below:

#### **1. Identifying who is responsible for the equality analysis**

Equality analysis is an integral part of policy development. We have integrated it into day-to-day policy-making, business planning and other governance and corporate decision-making arrangements. This means that the person who is making the decision or advising the decision-maker about a policy undertakes the equality analysis, with appropriate assistance and support

## **2. Establishing relevance to equality**

We ensure that all of our policies and practices, **both current and proposed**, have given proper consideration to equality. To begin with, this means checking all of our policies and practices for their relevance to equality issues.

## **3. Scoping our equality analysis**

When we have decided that a policy is relevant to equality, scoping gives us an opportunity to establish basic systems that will be helpful for our equality analysis. Scoping involves looking at how the aims of the policy relate to equality and which aspects have particular importance to equality. It involves looking at which protected groups and which parts of the general equality duty it relates to. It includes looking at what evidence is available for our analysis, what the information gaps are, and establishing which stakeholders can usefully be engaged to support your analysis.

## **4. Analysing our equality information**

Equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations. We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

## **5. Monitoring and review**

Our equality analysis, and any engagement associated with it, helps us to anticipate and address the policy's likely effects on different groups. However, the actual effect of the policy will only be known once it has been introduced. We may find that we need to revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent. Equality analysis is an on-going process that does not end once a policy has been agreed or implemented.

## **6. Decision-making and publication**

Equality analysis is an on-going process which follows the policy development and review cycle. Nevertheless, there is a stage prior to policy adoption where the equality analysis is considered 'complete' in the sense that it is sufficiently robust and detailed to properly inform decision-making. At this stage a senior member of staff signs off the analysis, including how it has been used to inform the policy and support decision-making.

The Trust provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.



### **Commissioned services (buying in services)**

Increasingly we are directly responsible for the purchase of goods and services. We work closely with the Trust on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

### **Our Staff**

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

See the DfE website for further guidance on this:

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We have disabled access-disabled parking bay, disabled toilet. We offer ease of access through single level environment. We are fully aware of the dietary requirements of ethnic groups and make equality provision for all of our pupils.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We record all hate incidents and prejudice based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in

terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

### **Implementation, monitoring and reviewing**

This (updated) policy was published on Jan 17 It will be actively promoted and disseminated, through our website.

Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our governors who have agreed and published this policy, which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

### **Equality Objectives**

Using the views of pupils, parents, staff, governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed at least every 4 years.

Appendix 2: Equality policy objectives

**EQUALITY OBJECTIVES: 2017 - 2019**

**Queens Road Academy**

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:	Milestone/ progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	School assemblies Website updates P4C topics British values teaching	Senior Leadership Team and Governors	Sept 2016 – Sept 2019	
All aims of duty	All protected characteristics	To ensure all pupil groups reach their full potential	Ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups: Gender Special Needs Pupil premium Free School Meals Ethnic minority/EAL mobile	Staff to be fully aware of the different pupil groups in their class. Monitor attainment and achievement of all vulnerable pupil groups	Senior Leadership Team and Governors	Each term 2016-2019	
Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Use consistent trust policies and practice across all schools including Trust HR support	Applicants and all school staff including volunteers	Undertake equality impact assessment on policies and practices relating to recruitment and staffing and ensure alignment with SMAT guidance Safer recruitment training for key strategic staff	Senior Leadership Team (SLT)	Aut 2016 on	

Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion or Belief/ Disability	To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific health needs	Increased take up of school meals	All those with specific race, faith, cultural and health needs	Regular meetings with school cook and liaison with the school meals service for menu information	School cook School meals service	Ongoing -6 mths mtg	
Eliminate discrimination, harassment and victimisation Fostering good relations	All	To ensure pupils are accepted for who they are and that any discrimination is challenged. Appreciate and value the differences in others	Challenge stereotypes- gender, ethnic background, culture, religion. Build on pupil awareness so that pupils can detect bias and challenge discrimination	Whole school approach New behaviour policy update Spring 2016 New role of pastoral/behaviour lead 2015/16 embedded Pupil leaders scheme	Anti Bullying task team through school council Monitor through school behaviour audits each year by SWAT	Senior Leadership team and Governors School council	Jan 2017-on	
Advance equality of opportunity	Disability/ All	To increase social and emotional skills for pupils/students with BESD (Behavioural, emotional and social difficulties)	Improved ability by pupils/students to handle difficult situations	Pupils with BESD	Train staff to deliver small group work sessions to support targeted pupils in developing social and emotional skills Small group work by behaviour leader to tackle issues before incident	SEAL (Social and emotional aspects of learning)/ pastoral leader Whole Staff	Sept 2016- 2019	
Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals /pupil premium	Improved attainment	Children eligible for free school meals (Ever 6)	Collate and analyse data relating to attainment by target group/PPM Work with The Executive Principal to identify strategies to improve attainment of this group See separate pupil premium report and reporting arrangements on school website	SLT Inclusion leader	Sept 2016	Reviewed RAISE online data "closing the Gap" with regard to achievement

### **Equality Act 2010**

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

### **Accessibility planning**

Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy.

### **Community Cohesion – Education and Inspection Act 2006**

#### **General duty**

- To promote community cohesion

#### **Specific duties**

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and

build positive relations with different schools and communities locally, regionally, nationally and internationally.

### **Prevent Duty June 2015**

<https://www.gov.uk/government/publications/prevent-duty-guidance>

- This advice complements the statutory guidance and refers to other relevant guidance and advice. It is intended to help schools and childcare providers think about what they can do to protect children from the risk of radicalisation<sup>4</sup> and suggests how they can access support to do this. It reflects actions that many schools and childcare providers will already be taking to protect children from this risk.