



Equality Information and Objectives Policy

Approved: January 2017
Review By: January 2018

1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 The Academy fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a Academy. This will include the following functions:
 - Admissions;
 - Attendance;
 - Attainment;
 - Exclusions; and
 - Prejudice related incidents

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion (see Community Cohesion Policy).

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. The Policy

2.1 The Academy's Equality Information and Objectives Policy draws together all previous equality legislation and details how the Academy is fulfilling the requirements of the Act.

3. Our Ethos

This is a place where:

- learning is fun;
- children are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community; and
- encourage everyone to make healthy life choices.

4. Addressing Prejudice Related Incidents

4.1 The Academy is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

5. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the Academy's current set of overriding objectives.

Objective Group	Objective
Pupil Achievement	<ul style="list-style-type: none">• All pupils are assessed, monitored and tracked through Target Tracker.• Under-achievement is identified and appropriate intervention is applied through pupil progress meetings.• Pupils are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	<ul style="list-style-type: none">• Pupils respect one another.• Pupils feel safe and valued.• Pupils, staff and parents know that misconduct and gross misconduct will be challenged.• All vulnerable pupils are identified and support allocated through the Pupil Support Overview Meetings personalised or individualised support.
Teaching	<ul style="list-style-type: none">• All pupils experience 100% 'good or better' lessons.
Leadership and Management	<ul style="list-style-type: none">• The staff and governing body supports the diversity of the Academy community.• No pupils (or their families) are disadvantaged

	<p>academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</p> <ul style="list-style-type: none"> • The Principal and Vice Principal are responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.
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5.2 The Academy will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- a) increasing the extent to which disabled pupils can participate in the curriculum;
- b) improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- c) improving the availability of accessible information to disabled pupils.

5.3 The Academy's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

6. Responsibility

6.1 We believe that promoting equality is the whole Academy's responsibility.

6.2 How does the Academy eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it?

The Academy does this through measures that include:

- a) for pupils - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay, dignity at work policy and the Code of Conduct;
- c) PSHEE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- d) employing specialist staff where appropriate or working with outside agencies to support pupils with special needs or disabilities, and implementing the Academy's disability access plan;
- e) monitoring of welfare, with intervention and support where required;
- f) taking steps to meet the particular needs of pupils or staff that have a particular characteristic.