



Bell Lane Academy

Equality Policy

2016 to 2017

1: Vision and Values

Our equality vision and the values that underpin academy life

In our academy individual children are valued and their achievements celebrated.

We provide a balanced curriculum so that children develop skills which will lead them to achieve their full potential.

We aim to help our children become caring and respectful members of the community where they understand and respect the beliefs and feelings of others.

We provide a safe environment for the children.

In fulfilling our legal obligations, we are guided by the following principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- We observe good equalities practice is staff recruitment, retention and development
- We aim to reduce and remove inequalities and barriers that already exist
- We consult and involve widely
- Society as a whole should benefit
- We base our practices on sound evidence

The principles are in their turn upheld with due regard to the six “Brown Principles”:

- **awareness** – all staff should know and understand what the law requires
- **timeliness** – the implications for equalities of new policies and practices should be considered before they are introduced
- **rigour** – there should be rigorous and open-minded analysis of statistical evidence, and careful attention to the views of staff, and the views of pupils and their parents
- **non-delegation** – compliance with the PSED cannot be delegated
- **continuous** – due regard for equalities should be happening all the time
- **record-keeping** – it is good practice to keep documentary records, for example in the minutes of staff meetings and governor meetings.

2: Academy Context

School Overview (September 2016)

- There are currently 266 pupils in the academy and 35 part-time nursery pupils. (November 2016)
- Attainment on entry to nursery for the 2016 cohort was in line with age related expectations.
- There are 9 classes in the academy of which 5 are mixed age groups.
- We currently have no Looked After Children in the academy.
- The percentage of SEND pupils is 7% and the percentage of Pupil Premium children is 10%.
- Attendance for 2015 – 16 was 96.29%. Attendance for 2014-2015 was 96.06%
Our target for this academic year is 97%.
- The academy population mainly consists of white British.

The academy proudly maintains its Investors in People Silver status (achieved November 2015). We believe that this makes a significant contribution to our Equality Scheme.

3: Legal Background

The duties that underpin our scheme:

Our academy is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

Our General Duty under the Equality Act 2010

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

- **eliminate discrimination**, harassment, victimisation or any other conduct prohibited under the Equality Act
- **advance equality of opportunity** between both people who share a characteristic and persons who do not share it.
- **foster good relations** between both people who share a characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age (staff only)
- disability
- ethnicity and race
- gender (sex)
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual identity
- marriage and civil partnership (staff only)

Disability

At Bell Lane Academy we implement accessibility plans which are aimed at:

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

Community Cohesion

Community Cohesion supports good practice in educating pupils/ students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

4: Roles and Responsibilities and the Duty to Publish Information

Chain of accountability

The Governors, supported by the Headteacher and staff, are responsible for ensuring the implementation of this scheme.

Commitment to implementation

The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility	Key personnel
Single equality scheme	Leadership team
Disability equality (including bullying incidents)	Leadership team + SENCo
SEND/LDD (including bullying incidents)	Leadership team + SENCo
Accessibility	Headteacher, SENCo and governors
Gender equality (including bullying incidents)	Headteacher
Race equality (including racist incidents)	Headteacher
Equality and diversity in curriculum content	Leadership team
Equality and diversity in pupil achievement	Leadership team
Equality and diversity – behaviour and exclusions	Headteacher
Participation in all aspects of academy life	All staff
Impact assessment	Leadership team
Stakeholder consultation	Leadership team and governors
Policy review	Headteacher and governors
Communication and publishing	Headteacher and governors

Commitment to review

The academy equality scheme will be aligned with the Academy Development Plan. Implementation will be monitored within the academy's self-evaluation and other review processes.

Commitment to publish

At Bell Lane Academy we will publish information annually ensuring information is accessible to members of the academy community and the public who wish to see this.

At Bell Lane Academy equality information will be available on the academy website.

At Bell Lane Academy we will publish copies of our policies and aspects of the curriculum that explore different cultures and promote understanding of different religions.

Commitment to action

Governors will:	
Policy Development Policy Implementation	<ul style="list-style-type: none"> Provide leadership and drive for the development and regular review of the academy's equality and other policies
Policy Implementation	<ul style="list-style-type: none"> Provide leadership and ensure the accountability of the headteacher and senior staff for the communication and implementation of academy policies Highlight good practice and promote it throughout the academy and wider community
Behaviour	<ul style="list-style-type: none"> Provide appropriate role models for all managers, staff and pupils Congratulate examples of good practice from the school and among individual managers, staff and pupils Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the academy carries out the letter and the spirit of the statutory duties (and ensure the provision of 'returns' to the local authority and/or the trust)

The Headteacher and the leadership team will:	
Policy Development Policy Implementation	<ul style="list-style-type: none"> Initiate and oversee the development and regular review of equality policies and procedures Consult pupils, staff and stakeholders in the development and review of the policies Ensure the effective communication of the policies to all pupils, staff and stakeholders
Policy Implementation	<ul style="list-style-type: none"> Ensure that managers and staff are trained as necessary to carry out the policies Oversee the effective implementation of the policy Provide appropriate role models for all managers, staff and pupils
Behaviour	<ul style="list-style-type: none"> Highlight good practice of leaders, staff and pupils Provide mechanisms for the sharing of good practice Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Ensure that the academy carries out its statutory duties effectively
All staff, teaching and non-teaching will:	
Policy Development Policy Implementation	<ul style="list-style-type: none"> Contribute to consultations and reviews Raise issues with the leadership team which could contribute to policy review and development
Policy Implementation	<ul style="list-style-type: none"> Maintain awareness of the academy's current equality policy and procedures Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	<ul style="list-style-type: none"> Contribute to the implementation of the academy's equality scheme

The academy operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

"We aim to provide all pupils with the opportunity to become responsible, caring and respectful members of the community where they understand and respect the beliefs and feelings of others."

Admissions and exclusions

The academy follows LA Admission Procedures and has adopted the LA procedures relating to exclusion.

Equality and staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. 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 a person who is 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 make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism

5: Engagement – Participation and Involvement

Involving our learners, parents/carers and other stakeholders

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities, ethnicities, religious beliefs and genders.'

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, pupils, staff, members of the local community – and with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations. Evidence of this engagement will be included in published information showing how the duty has been addressed.

Disability

- Governors review accessibility every 3 years.
- Data analysis each term looks at the comparative achievement of children on the SEND register.

Gender

- Staff talk to children about learning on a regular basis. For example, asking more able girls how they feel about Maths.
- Data analysis each term looks at the comparative achievement of boys and girls.

Race

- Data analysis each term looks at the comparative achievement of different groups.

Community cohesion

- We have close links with our local church, the British Legion, Ackworth Community Library, the community police, Ackworth Parish Council and several local businesses.
- We are building strong links with schools/academies, both locally and further afield;
- We frequently have pupils from local schools and colleges on work placement and have supported a Dutch teacher training student last year for three months. We also support existing staff in furthering their careers.
- We have several volunteer helpers from the local community.

Other

- Our annual scheme update and three yearly reviews will contain a report on stakeholder consultation carried out during the period.
- The academy class councillors contribute their views through regular meetings.
- The academy Top Team contribute their views through regular meetings
- The governors send a questionnaire to parents every two years and encourage parents to participate in the Ofsted Parent View site.
- As part of the RE curriculum we will be developing the use of visiting speakers from the main religious communities to talk to pupils.

6: Using Information – Equality Impact Assessments, data and other information

Evaluating the impact in terms of the outcomes

Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms. We conduct student voice activities such as anti-bullying feedback through the Class Councillors.
- The Local Authority and WCAT (Wakefield City Academy Trust) provides us with a range of services which support the equality agenda.

Equality Impact Assessment statement

All academy policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be addressed.

Additionally, in Section 4 (Roles and responsibilities) of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis. A full report of outcomes will be shared with governors yearly.

7: Our Academy's Equality Objectives

These objectives are reviewed annually in relation to self-evaluation. They aim to address specific identified issues.

1. To continue to monitor and diminish the differences in performance of disadvantaged and SEND children;
2. To increase pupil's understanding of different religious beliefs;
3. To raise attainment in Reading, Writing and Maths so that boys and girls achieve equally;
4. To encourage both girls and boys to consider taking up non-stereotyped career options and activities;
5. To anticipate the needs of incoming pupils from a new group, such as Non English speakers;
6. To further develop pupil's understanding of appropriate language to use in relation to gender, sexual orientation, disability, race and other differences.