

Old Bank Academy

Equality Policy and Action Plan



Version Number	1.0
Date of Issue	January 2020
Date Approved	January 2020
Date for Review	January 2023
Approved By	Chair of Governors
SLT Member Responsible	Headteacher

Introduction

Old Bank Academy welcomes its duties under the Equality Act (2010).

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

Disability

Race

Sex

Gender reassignment

Pregnancy and maternity

Religion or belief

Sexual orientation

Marriage and civil partnership

Age

Public Sector Equality Duty (2011)

This policy sets out how Old Bank Academy has paid due regard to the need:

- 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

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

Definition of 'due regard' and how we aim to comply with the principles of the general duty

1: While making a decision that might affect an equality group, the decision-maker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated

2: The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community

3: The duty is continuing, so we will revisit it and bear it in mind constantly

4: We will keep records to show that the equality duties have been considered on each occasion

School Ethos

Our school aims to be inclusive. We want all of our children to feel welcomed, happy and fulfilled. We recognise that all children are different and that these differences create opportunities for adults and children alike to learn more about themselves and each other.

This policy should be read in conjunction with all our policies, each of which is reviewed with this policy in mind, but in particular with the anti-bullying policy, behaviour policy and SEN policies.

What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do and comply with the three aims below.

- 1: Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- 2: Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- 3: Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

We gather information from a range of sources when a pupil enters the school, e.g. family, child, previous school, where possible we home visit foundation stage children and attempt to visit the nurseries of Reception children to ensure we have a thorough understanding of their needs and circumstances.

We track all aspects of a child's provision and progress by tracking attainment and progress for all key groups across the school, and by frequently asking the children about their experiences in school.

We review and evaluate the effectiveness of our school provision by analysing data, surveys and scrutinising the breadth and quality of children's work. We carefully monitor attendance of all key groups and survey children and parents to ensure our provision is meeting their needs and expectations.

Equality Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

Any gaps in provision and practice that are identified form part of an action plan. The action plan is published along with this policy in the 'policies' section of our website.

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice
- to change or reduce provision or practice
- to remove provision or practice.

Consultation

Old Bank Academy recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- We ensure that our school council is representative of all equality groups.
- We meet pupils individually to discuss their needs and progress, via the school provision maps
- We ask pupils about any changes to provision
- We continually ask parents for feedback, whether through the OFSTED Parent View site, or via feedback on annual reports, transition arrangements etc.

How we measure the impact of any changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement and progress across the school with an additional focus on equality groups where appropriate.
- Pupil surveys that demonstrate emotional health and well-being, engagement and involvement

Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- The Head Teacher's report to the Governing Body
- Feedback to parents via parents evenings, reports, newsletters and individual meetings
- We ensure the equality action plan is available online for all parents.

EQUALITY OBJECTIVES: 2020 – 2023

Equality strand	Action	Success Criteria	Who's Responsible:	Time	Achieved/Success
All	To publish and promote the equality plan to stakeholders	<ul style="list-style-type: none"> All stakeholders have access to the published equality plan. Stakeholders have opportunities to assess the impact of the plan through the evaluation process and to reflect upon future targets. The equality policy and plan are available on the school website. 	Headteacher to organise and delegate	Published Jan 2020 Annual review by governors	
All	To monitor and analyse pupil achievement by race, gender and disability and act upon any trends or patterns in data that require additional support.	<ul style="list-style-type: none"> Staff to be aware of the different needs of their class. Pupil progress review meetings to focus on progress for specific groups. Middle leaders and SENDcO to monitor provision and track progress for vulnerable groups. Pupil achievement for equality groups is at least expected and gaps are narrowed through effective intervention. 	SLT Class teachers	Termly	
All	To ensure that displays in classrooms and corridors, and provision promote diversity in terms of race, gender and disability.	<ul style="list-style-type: none"> Diversity is reflected in displays across school. Provision and resources reflects diversity across school. 	SLT School staff	ongoing	
All	To ensure that all pupils are given the opportunity to make a positive contribution to the life of the school.	<ul style="list-style-type: none"> All school events have a representation from vulnerable groups where appropriate. Monitoring is in place to show where take up from specific groups is less and strategies put 	SLT School staff	ongoing	

		into place to overcome any barriers.			
Race Equality Duty	To identify, respond and report racist incidents. To report these figures to the governing body on a termly basis.	<ul style="list-style-type: none"> • Incidents are dealt with promptly and staff, parents and pupils are happy with the effectiveness of the response. • Staff follow guidance consistently in order to deal with reported incidents. • Governors are informed regularly of any recorded incidents and the actions taken. Nil reporting is challenged. 	Headteacher School staff (monitored by SLT) governors	Ongoing termly	
Gender Equality Duty	To ensure opportunities arranged in school have an appropriate balance between girls and boys.	<ul style="list-style-type: none"> • Equal opportunities and representation for girls and boys are planned and implemented. • Clubs and extended opportunities are accessible to both boys and girls with improved rates of participation in clubs where there is a stereotypical association. 	SLT School staff Extended school leaders	ongoing	
Disability Equality Duty	To ensure pupils with a disability and Special Education Needs are actively involved in extended school activities.	<ul style="list-style-type: none"> • Pupils with SEND are participating in extended school and extra-curricular activities. 	SLT School Staff Extended school leaders	ongoing	
Disability Equality Duty	To ensure pupils with SEND are able to transition effectively between classes.	<ul style="list-style-type: none"> • Meet with parents at the end of the year to discuss preparation for the commencing school year. • Preparation for transition day involves the children discussing with current class teacher any 	Class teachers SENDcO	Final term of each school year	

		concerns and recording these to share with new teacher during transition day.			
Community cohesion	To celebrate cultural events throughout the year in order to increase pupil awareness and understanding of SMSC differences and similarities, alongside British Values.	<ul style="list-style-type: none"> • A programme of assemblies is planned and implemented to develop British Values, SMSC and cultural celebrations. • Visitors from a range of community groups used to broaden the children's understanding of the community and to enhance the curriculum • Curriculum takes account and plans for a breadth of study to promote SMSC, British Values and community cohesion. 	SLT Wider curriculum team Class teachers	Ongoing	