

SEPTEMBER 2018



EQUALITIES POLICY

**SPRING COMMON ACADEMY TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ**



Equalities Policy

Our Equalities Policy covers our responsibilities under legislation for ensuring equality in relation to Single Equalities Policy and duties and relate to:

Protected characteristics in schools:

Sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity

Positive action: alleviation of disadvantage

Schools are allowed to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.

Victimisation – protection for children

It is unlawful to victimise a child for anything done in relation to the Equality Act by a school parent or a sibling.

Direct discrimination:

This refers to a person that treats someone less favourably because of a protected characteristic than they would treat another child in the school.

Indirect discrimination:

Provision or practice applied that has the effect of putting children with a particular characteristic at an advantage compared to others. There is special provisions law for disability - Schools are allowed to treat disabled children more favourably.

Harassment: This is unwanted conduct related to a relevant protected characteristic e.g. ridicule of a pupil due to disability.

Curriculum content is excluded from discrimination law.

The Staff are aware to maintain awareness of delivery that it does not breach a protected characteristic.

Definition of a disability:

'a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities..' (Usually this has occurred over 12 months and has continuous substantial and adverse impact on day to day living).

The purpose:

To show the Academy commitment to Equalities to promote equality for pupils, staff, parents and the wider community.

We believe in treating everyone with fairness.

We are committed to creating an environment at Spring Common Academy which is appropriate and accessible to all.

We will tackle discrimination by the positive promotion of equality, challenging any form of bullying and harassment to promote our Academy values:

Listening, Moral purpose, Trust and respect, Supporting innovation, Integrity, Communication, Building confidence, empathy and collaboration.

Our aims:

We will listen to views and opinions in the work of our school with Equalities. We recognise it is a whole community working together issue including our pupils, staff, volunteers, Trustees and parents/carers.

2. National, Legal and school context

The Equality Act 2010 which came into force in April 2011 has brought together discrimination laws into one legal framework. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the local community.

(See Links legislation are set out in Annex 1 to this policy)

Annexe 2 gives provides Spring Common Academy information about the school, the issues we have identified for action from the Equalities Questionnaire and Equalities Plan 2016 -17.

3. Guiding principles

In fulfilling our legal obligations, we have regard to seven principles:

a) Everyone in our school community is of equal value.

b) We can respect difference.

At Spring Common Academy, we believe that diversity is a strength and as such should be celebrated by everyone including pupils/students, Parents / Carers, teaching staff, support staff and Trustees.

We will make our best endeavours to ensure that our Academy policies, procedures and activities must not discriminate or promote any discriminatory practices.

Nevertheless we shall take into account differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments can be made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognized and understood if and when issues arise

- gender, so that the different needs and experiences of girls and boys, and women and men, are recognized if and when issues arise; including gender reassignment.
 - religion, belief or faith background
 - sexual identity.
- c) Within Spring Common Academy we will offer training to our staff to foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**
- d) We keep under review equalities practice in staff recruitment, retention and development.**
- e) We aim to reduce and remove inequalities and barriers when we become aware that they exist within the Spring Common Academy community.**
- f) We consult annually, record feedback and create Annual Equalities Objectives.**

We collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs DFE categories; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. We will analyse these groups to determine whether an action plan is required.

4. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect our equality principles and Academy values.

We develop our Equalities work through SMSC (Spiritual, moral, Social and Cultural education) and through the Artsmark, International School Awards.

5. Roles and responsibilities

- a) Trustees are responsible for ensuring compliance with legislation, and that this policy and its related procedures and action plans are implemented.
- b) The Head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in the Academy.
- Report and deal with any prejudice-related incidents that may occur
- Plan and deliver lessons that reflect our equality principles and Academy values.
- Provide appropriate support to meet the diverse needs of pupils in their class.
- Keep up-to-date with equalities legislation relevant to their work.

6. Tackling discrimination

Harassment regarding race, gender, disability or sexual orientation is unacceptable and is not tolerated at Spring Common Academy. All staff are expected to have skills to deal with discriminatory incidents: how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation may take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or aside comments, cyber bullying, jokes or graffiti.

A racist incident is defined as:

"any incident which is perceived to be racist by the victim or any other person."

Types of discriminatory incidents we are looking out for:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation.

7. Review of progress and impact

The plan has been agreed by Trustees and it is part of a rolling programme of policy review.

8. Publishing the plan

In order to meet the statutory requirements, we will:

- Publish our Equality plan on the school website.
- Include the plan in the Head teacher Report to Governors
- Raise awareness of the plan through the school newsletter, assemblies and staff meetings and by posters in the Academy.

Annexe 1: National and Legal context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws together. All schools have duties to promote race, disability and gender equality.

Schools also have a duty to promote community cohesion, developing good relations across protected groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low

There are a number of statutory duties that must be met by schools.

a. Race equality

The general duty requires schools to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

b. Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has "a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities."

The general duty requires schools to have due regard to the following:

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people
- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment

c) Gender

The Gender Equality Act places a general duty on schools to:

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female pupils and male and female staff

d. Sexual orientation

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful. For schools, this relates to admission and treatment of, and services to, pupils.

e. Publishing information

Schools over 150 employees are required to maintain and publish quantitative and qualitative information showing their compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. Spring Common Academy currently has less than 150 employees.

f. Community cohesion

Schools have a duty under the Education and Inspections Act 2006 to promote community cohesion.

- Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies

and practices, and according to which it gathers and publishes information, and decides on specific objectives.

- Schools' legal 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.

Annexe 2: Key information for the Academy:

Based on School census return - spring 2016

Pupil numbers on roll: currently 163 (recent admission 164)

(Note our Pan or number for school: 175)

EYFS (9), Key stage 1 (24), Key stage 2 (30),

Key stage 3 (53), Key stage 4 (21),

Post 16 (23) (1 placement pending)

Currently there are 65 in Lower school, 76 in Key Stage 3/ Key Stage 4; Post 16 there is 23 students.

For September we need to be prepared to plan: 175 pupils.

Attendance: 92.19% at 14.03.2016

Weekly tracking of attendance and reasons are monitored.

Exclusions: None

Recorded Physical interventions = total 9 (5 pupils)

Formal Complaints (none)

Staffing plan: to be approved by Trustees on 25 April

Disciplinary action: 1 staff suspension due to allegation.

Ethnicity: current 164 pupils on roll.

(ABAN) Bangladeshi = total 1

(AIND) Indian = total 1

(AOTH) Any other Asian background = total 3

(APKN) Pakistani	= total 2
(BAFR) Black African	= total 1
(MOTH) Any other mixed background	= total 1
(MWBA) White and black African	= total 1
(MWBC) White and Black Caribbean	= total 2
(OOTH) Any other ethnic background	= total 3
(WBRI) White British	= total 130
((WIRI) White Irish	= total 1
(WOTH) Any other white background	= total 8

Languages: 10

(BNG) Bengali	= total 1
(ENG) English	= total 139
(LIT) Lithuanian	=total 2
(PNJ) Panjabi	=total 1
(POL) Polish	=total 4
(RUS) Russian	=total 2
(SHO) Shona	= total 1
(TGLF) Filipino	= total 2
(UKR) Ukrainian	=total 1
(URD) Urdu	=total 1

Anticipated Leavers July 2016 = 10

SEND need type by primary need:

(SPLD) Specific learning difficulty	=total 2
(MLD) Moderate learning difficulty	=total 15
(SLD) Severe learning difficulty	=total 61

(PMLD) Profound & multiple LD	=total 11
(SEMH) Social & emotional and mental health	=total 1
(HI)Hearing Impairment	= total 2
(ASD) Autism Spectrum Disorder	=total 68 (10 secondary need)
Pupil premium	= 51 pupils
Post 16 bursary	= 6 Pupils
LAC (Looked after children)	= 5 pupils
CIN (Child in need/ social care)	= total 36
CP plan 2016	= 1 pupil removed in March

Policy agreed on: SEPTEMBER 2018

Signed on behalf of the Trustees L. Adam

Committee: T,L & W

Author: _____

Review date (optional): _____

Website Y/N