

WATH ACADEMY



Equality Policy

LAST UPDATED : APRIL 2019

1. LEGISLATION

- 1.1 The Equality Act 2010 provides a modern, single legal framework with three broad duties:
- Eliminate discrimination and other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- 1.2 The school 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
 - Sex (including transgender)
 - Gender reassignment
 - Maternity and pregnancy
 - Religion or belief
 - Sexual orientation
 - Marriage and civil partnership (for employees).
- 1.3 In order to meet our general duties, the law requires us to do some specific 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 school. This will include the following functions:
 - Admissions
 - Attendance
 - Attainment
 - Exclusions
 - Prejudice related incidents.
- 1.4 Our objectives will detail how we will ensure equality is applied to the services listed above. Where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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

The school's Equality Policy draws together all previous equality legislation and details how Wath Academy is fulfilling the requirements of the Act. It will be reviewed on an annual basis.

3. OUR ETHOS

We aim to provide relevant learning experiences which will enable students to acquire the essential knowledge and intellectual, physical and creative skills to equip them for later life.

To leave students at the end of their formal and full-time education with an appetite for acquiring further knowledge, skills and awareness throughout their lives.

To create high expectations of work and behaviour so that each student achieves their maximum potential.

To create a caring community whose basis is tolerance, understanding and concern for other people.

To create an inclusive and supportive environment which helps students become informed, confident, independent, involved and responsible global citizens.

To encourage attitudes that enable children to be responsible members of both the school and local community and grow into well-adjusted adults and useful members of society.

To recognise our responsibility to provide a safe environment in which all students feel included and valued and in which there is celebration of all personal achievements and acceptance of diversity; to broaden students' horizons and increase their awareness of the world.

4. ADDRESSING PREJUDICE RELATED INCIDENTS

Wath 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 students 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.

5. PROMOTION OF EQUALITY & DIVERSITY

In achieving compliancy with the Act, we believe it is our responsibility to work to remove barriers, to not unfairly discriminate on any grounds and to promote equality and diversity.

This is achieved by:

- The implementation of policies on equal opportunities for students (including race and gender equality, special needs, behaviour and anti-bullying).
- The implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy for staff.

- Life Skills and other elements within the curriculum promoting friendship and understanding about cultures and lifestyles.
- Employing specialist staff to support students with special needs or disabilities.
- Monitoring of welfare, with intervention and support where required.
- Taking steps to meet the particular needs of students or staff that have a particular protected characteristic.

Other opportunities are likely to include:

5.1 Student Achievement

- All students are assessed, monitored and tracked through data collections.
- Appropriate changes are made to teaching resources to meet all needs.
- Under-achievement is identified and appropriate intervention is applied.
- Students are able to participate in a full range of extra-curricular opportunities.

5.2 Behaviour, Safety and Welfare

- Students respect one another.
- Students feel safe and valued.
- Students, staff and parents/carers know that unacceptable conduct will be challenged.
- Raise student awareness of a range of cultures and religious traditions.

5.3 Teaching

- All students experience 'good' or better lessons.
- Monitor and analyse attainment and progress in all cohorts and act on any trends.

5.4 Leadership and Management

- No students (or their families) are disadvantaged academically, socially or emotionally.
- All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.
- Leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for students with particular protected characteristics. They will consider equality implications before and at the time that they develop policies and take decisions.

6. DISABILITY

The school will make reasonable adjustments to meet the needs of disabled students by:

- Increasing the extent to which disabled students can participate in the curriculum.
- Improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled students.

7. RESPONSIBILITY

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

It is the Governing Board's responsibility to:

- Ensure that the school complies fully with equality legislation.
- Ensure that the school's policy and its procedures are carried out and monitored.
- Have equal opportunities in staff recruitment and professional development.
- Be proactive in recruiting high-quality applicants from under-represented groups.

It is the Headteacher's responsibility to:

- Promote key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.
- Ensure that staff have appropriate skills to deliver equality, including student awareness.
- Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
- Develop partnerships with external agencies so that the school's actions are in line with the best advice available.

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for harassment and bullying.
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, sex, age or sexual orientation.
- Uphold the commitment made to students and parents/carers on how they can be expected to be treated.
- Design and deliver an inclusive curriculum.
- Be aware of their responsibility to record and report prejudice related incidents.

Parents should:

- Take an active part in identifying barriers for Wath's community and informing the school of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment given to Wath's community in tackling inequality and achieving equality of opportunity for all.

Our students will:

- Support the school in achieving the commitment made to tackling inequality.
- Uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider community can be expected to be treated.

Community Cohesion

We are committed to supporting community cohesion by:

- Developing a common vision and sense of belonging.
- Creating opportunities for all learners to achieve their potential.
- Ensuring learners have a strong voice and opportunities to take responsibility through our student council.
- Providing mental health support to enable students to both discuss their concerns and address emerging senses of identity.

8. MONITORING AND QUALITY ASSURANCE

The school will ensure that records of behaviour, attainment, progress, attendance and any other relevant data will be analysed to identify any variation in performance across a range of factors. Student progress will be monitored and tracked and the resulting data will be analysed to rule out any potential disadvantage.

9. BREACHES

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Headteacher as necessary.

10. OBJECTIVES

While aiming to continuously improve the implementation of equality related policies and procedures, and ensuring that due regard is always taken of the impact of actions on students and staff with particular characteristics, the school has established the following objectives for 2017-2019.

1. To increase participation by pupil premium students in extra-curricular activities.
2. To narrow the gap in performance of PP/SEN students.
3. To improve student understanding and appreciation of different faiths and cultures in Britain.
4. To raise attainment in English for boys.
5. To encourage students to consider non-stereotyped career options.
6. To remove barriers to learning at all levels.