



# Single Equality Policy

Lead SLT	LLS
Statutory Policy	Yes
Trade Union Consultation	✓
Complies with DfE Guidance	✓
Complies with Legislation	The Equality Act 2010
Approved by the Governors' Committee	
Date of next review	Spring 2018

## SINGLE EQUALITY POLICY

The Elizabethan Academy is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the academy and by each other. This applies to the academy as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The academy's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This policy sets out how the academy will satisfy its duties under the Equality Act to eliminate all behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The academy aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by The Elizabethan Academy's governing body with the help of stakeholders in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **special educational needs policy**, **admissions policy**, **anti-bullying policy** and the **behaviour policy**, all of which can be found on the academy's website.

Through the creation of this equalities policy, we have been able to develop a better understanding of what the challenges to equality are within the academy and how we can best deal with these. This policy will be reviewed annually, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the academy and nationally.

### ACADEMY CONTEXT

The Elizabethan Academy is a comprehensive school of above average size providing education for 835 11-16 year olds and 127 students on roll in the sixth form at the Post 16 Centre.

The catchment covers the market town of Retford and several local villages, representing a broad socio-economic mix. 93.5% of students are of White British heritage and 6.5% from a range of other ethnic backgrounds. The proportion of students known to have been eligible for free school meals within the last six years is broadly average at 22.9%. The percentage of disabled students and those who have an EHC is low, and this is typical of most Nottinghamshire schools. The percentage of disabled students and those who have special educational needs is broadly average (20.9%).

The Elizabethan Academy aims to meet the needs of all its students, having due regard for their ethnic, cultural, linguistic and historical attachments as well as respect for their gender, social class and any individual needs that they may have.

## MISSION STATEMENT

The Elizabethan Academy welcomes cultural diversity and we are wholly opposed to and therefore condemn all expressions of racism, sexism, discrimination on the grounds of ability and discrimination against those with needs that are special. Therefore we condemn all expressions of racist, sexist and unfavourably discriminatory attitudes and conduct. We accept that the school has a duty to have due regard to eliminate unlawful discrimination and to promote good relations between persons of different ethnic groups- including travellers, Irish, Gypsy, Refugee and Asylum-seekers and new migrants- and will take a proactive approach to seek to avoid unlawful discrimination before it happens.

## LEGAL DUTIES

As an organisation we welcome our duties under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific protected characteristics. A protected characteristic under the Act covers the groups listed below:

- Age
- Disability
- Race
- Religion and belief
- Sex (including issues of transgender)
- Gender reassignment
- Sexual orientation
- Marriage and Civil Partnership (for employees)
- Maternity and pregnancy

You can find all the information about our school's SEN provision including our provision for inclusion in the academy's **SEN policy** and the **Accessibility plan**.

## ROLES AND RESPONSIBILITIES

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Assistant Principal/SENCo has the day-to-day responsibility for coordinating the implementation of this scheme.

### The governing body

The governing body will:

- create and approve this policy and ensure that it is adopted correctly throughout the academy

- ensure the academy complies with all equality legislation and the academy's equality objectives
- monitor and evaluate the effectiveness of the Equality Policy on a regular basis and make any amendments to improve on the policy when and where necessary
- nominate a named governor to oversee the implementation of the policy, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child
- report to parents, carers, and the wider community on the progress of the academy's equality plan through the academy prospectus, the academy website, and the academy's annual report.
- **Monitor the effectiveness of the Accessibility Plan and ensure its implementation.**

## **The Principal and Senior Leadership Team**

The Principal, with the support of the rest of the senior leadership team, will:

- promote the Single Equality Policy both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs.

## **Staff**

Academy staff will:

- ensure that they are up to date and aware of the contents of this policy and the academy's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the academy's **Behaviour and Anti-bullying policy**
- show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to pupils
- promote a positive working environment
- support students in their class for whom English is an additional language
- report immediately any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

## **Pupils**

Pupils at the academy will:

- engage with the academy in eliminating any discrimination

- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- treat each other with respect and courtesy
- value diversity
- report to academy staff any incidents of in appropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the academy's **Behaviour and Anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

## **Parents, carers, and visitors**

Parents, carers, and visitors to the academy are expected to:

- familiarise themselves with the academy's single equality plan and support the scheme by promoting a positive attitude towards equality at home
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality policy when visiting the school.

## **British Values**

Equality and diversity are embodied in the academy's published aims. The academy and all who work in it, will aim to promote the spiritual, moral, cultural, mental and physical development of all students and to prepare them for the opportunities, responsibilities and experiences of life in a world where we value individual liberty, democracy, the law, mutual respect and tolerance are embedded within the curriculum and the ethos within the academy. Our students will meet, live and work with people of different cultures, religions, languages and ethnic origins. We are committed to providing equal opportunities for all and recognise that preparation for life in a diverse society is relevant to everyone.

### **British Values in the Curriculum**

In addition, these values are also promoted at various times throughout the year. Our curriculum is broad and balanced, complies with legislation and provides a wide range of subjects which prepare students for the opportunities, responsibilities and experiences of life in Modern Britain.

It actively promotes the fundamental British values and it extends beyond the classroom with a wide range of visits and experiences. It promotes tolerance of and respect for people of all faiths (or none), cultures and lifestyles through effective spiritual, moral social and cultural development of students, including by engaging students in extracurricular activity and volunteering in the local community.

It is supported by a well-rounded programme of assemblies which offer a clear guidance of what is right and wrong.

### **The Prevent Duty**

It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of the academy's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual

exploitation), whether these come from within their family or are the product of outside influences. In order to be able to do this effectively, all staff undergo Channel training on an annual basis.

The academy builds pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the academy provides a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. This is built into the PD programme in the section on British Values.

A risk assessment is in place, which assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This demonstrates both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Staff are also aware of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet. Staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

### **How we raise aspirations of disadvantaged pupils**

Pupils from disadvantaged backgrounds have priority over career interviews from Year 8 onwards. They are included in workshops given by motivational speakers to inspire them to aim high. In order to cater for all abilities, the academy runs trips to universities, colleges and looks at apprenticeships, for all of these opportunities, pupils from disadvantaged backgrounds are given priority.

### **Recruitment**

The Elizabethan Academy is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. The Elizabethan Academy acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this policy is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

(More information about our recruitment procedures can be found in the academy **Recruitment Policy.**)

### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the

academy will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Staff discipline and suspension**

The Elizabethan Academy is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **Performance Management Policy** provides more information on how the academy monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the academy and that they will trust the academy to deal with their grievances fully, promptly, and fairly. The academy puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

### **Behaviour, exclusions and attendance**

The academy's **Behaviour Policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

### **Record keeping**

Detailed records will be made to include decisions, action taken and the reasons for these. All records will be retained securely.

Whilst we acknowledge that such allegations (as all others) may be false, malicious or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures the following definitions will be used to determine the outcome of the alleged allegation:

- a) **Substantiated**: there is sufficient evidence to prove the allegation;
- b) **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- c) **False**: there is sufficient evidence to disprove the allegation;

- d) **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- e) **Unfounded**: there is no evidence or proper basis which supports the allegations being made.

### **Supporting those involved**

The Elizabethan Academy has a duty of care to its employees and will provide effective support for anyone facing an allegation. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police. The investigating officer will appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual ie. Contact their trade union representative, if they have one, or a colleague for support, access to welfare counselling or medical advice. The Academy will deal with any allegation of abuse made against a teacher or other member of staff, volunteer in a quick, fair and consistent way to minimise the stress inherent and provide effective protection for the child and at the same time support the person who is the subject of the allegation.

### **The Curriculum/Teaching and Learning**

The curriculum, explicit and hidden, aims, through whole-school policies, separate departments' aims and syllabi, the pastoral programme and all curriculum planning, to offer equality of opportunity. Equality and diversity are as embedded as far as is possible in all areas of the curriculum and students are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.

- Resources and displays portray positive images of different people, gender and cultures.
- Active steps are taken to ensure resources are inclusive in content. Resources are used across the curriculum that promote equality and cultural diversity.
- Pupils have the opportunity to explore concepts and issues relating to identity, racial equality and racism through PSHE and other areas of the curriculum.
- Teaching and learning styles ensure that all students have the opportunity for success. These approaches include investigative, problem solving, practical, discussion, group and individual work, as well as consolidation and practice. All groups should have access to a subject teacher with specialist knowledge.
- Extra-curricular activities and events cater for the interests and capabilities of all students.
- Construction of classes – in constructing groups of students we aim for a balance of gender, ethnicity and social background. It is recognised that this may be difficult in practice as it is difficult to find out information about socio-economic background, and most tutor groups are formed taking friendships into consideration. In creating mixed ability groups, it is important that the entire spread of ability is represented.
- **Where appropriate, single sex groupings/teaching are used to improve student outcomes**

- Resources are free of inappropriate stereotypes, and, where appropriate, selected with a view to promoting the ethos of equal opportunities and to reflect the pluralism of society.
- All students have equal opportunity to study any area of the curriculum to the level that best suits their ability and are encouraged to take a full and active part in lessons.
- The whole curriculum should take account of the issues of equal opportunities

## **Monitoring and Evaluation**

This Single Equality Plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

### **Information will be gathered through:**

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics. This helps us develop and monitor the scheme. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language;
- pupil attainment and progress data relating to different groups;
- children's and young peoples' views, actively sought and incorporated in a way that values their contribution;
- information about how different groups access the whole curriculum and how they make choices between subject options;
- sports and activities choices of all groups;
- uptake of the extended school offer by group;
- exclusions data analysed by group;
- records of bullying and harassment on the grounds of any equality issue;
- data on the recruitment, development, and retention of employees;
- outcomes of activities promoting community engagement and community cohesion;
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

At regular intervals throughout the year the Senior Leadership Team will provide **monitoring reports** for review by the governing body. These will include:

- progress against targets relating to equality and future plans
- school population
- recruitment and retention
- key initiatives.

## **Outcomes**

One of the most important indicators of how successful we are as an academy in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

## **Review of the policy**

This policy is reviewed annually by the Academy. We will monitor the application and outcomes of this policy to ensure it is working effectively.

<b>DATE OF REVIEW:</b>	Spring 2017
<b>SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:</b>	
<b>DATE:</b>	
<b>GOVERNING COMMITTEE:</b>	Finance and Resources
<b>SIGNED ON BEHALF OF GOVERNING BODY:</b>	
<b>DATE:</b>	
<b>DATE OF NEXT REVIEW:</b>	Spring 2018