

# EQUALITY POLICY

## QUEENS PARK ACADEMY



**Approved by:**

**Date:**

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### 1. Aims

Queens Park Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are considered of equal worth. The principles of this policy apply to all members of the School Community – pupils, staff, Governors, parents/carers and all visitors to our school. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. The overall objective of the school’s Equality Policy is to provide a framework for the school to pursue its equality duties.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

NB: Protected characteristics are the nine groups protected under the [Equality Act 2010](#). They are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex (gender)
- sexual orientation

### **3. Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- The equality link governor who is also the SEND governor, will:
- Liaise with designated member of staff for monitoring equality issues every term
- Meet with the SENDCo and other relevant staff members, every year, to discuss any issues and how these are being addressed. At present the other relevant members of staff are the head teacher, the PSHE co-ordinator and the Early Intervention Officer.
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated members of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. rise in staff confidence to support specific groups)

#### **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other

curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the activity:

- Falls in the time of specific religious observance
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties when reviewing policies and planning activities. Please see appendix 1.

## **8. Equality objectives 2017 -2018**

**Objective 1:** *Undertake an analysis of recorded behaviour incidents to see if there is any mention of race, gender, LGBT or disability by September 2018, and report on this to the teaching and learning committee of the governing board.*

Why we have chosen this objective: To check that our belief that the incidence of bullying in the school is very low but if it does occur it does not reveal any pattern of discrimination.

To achieve this objective we plan to: Analysis the detailed records kept by the Early Intervention Officer

Progress we are making towards this objective:

**Objective 2:** *Undertake an analysis of staff to see if any group is underrepresented in specific staff groups and in the staff as a whole by September 2018. We will report this to pay and personnel committee of the governing board*

Why we have chosen this objective: As part of work on ensuring career progression for all staff and to ensure that all pupils see good role models in school to sustain high aspirations.

To achieve this objective we plan to: Analysis the staff records and the CPD forms that are sent to all staff in the Spring term.

Progress we are making towards this objective:

**Objective 3:** *Ensure that all staff understand which characteristics are protected and are confident in their ability to recognise and eliminate discrimination, to advance equality of opportunity and to foster good relations between those who share a protected characteristic and those who do not share it*

Why we have chosen this objective: As part of our work to ensure sustained and consistent inclusion for all.

To achieve this objective we plan to: Ensure that CPD is reviewed using an Equality Impact Analysis. Ask staff and governors to complete a survey to determine future training needs if any.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing board at least every 4 years.

This document will be approved by governing board

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- SEND policy

The renewal of all policies will include an equalities impact assessment which will be stored with the policy.