



SINGLE EQUALITY SCHEME

2016/2017

Introduction

At Harborne Academy we work hard to ensure that whatever inclination, aptitude or level of ability, every one of our students is presented with a variety of educational and social opportunities which sensitively challenges and supports each of them to maximize their development. Our vision, ethos and strategic document capture and crystallise these aspirations and intentions:

Students will leave the Academy with;

- High aspirations and equipped with the knowledge, skills and behaviours to achieve them
- Successful learners who enjoy learning, making accelerated progress and achieve high standards
- Confident individuals who are able to lead safe and healthy lives
- Responsible citizens who make a positive contribution to society

The following policy statement which relates to the equality of opportunity for student aligns with and supports the above statements.

This document sets out how students with the following protected characteristics (previously known as equality strands) will be protected in our Academy from harassment and discrimination:-

- disability
- gender
- race
- religion and belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

This scheme extends to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. pupils from low income families).

As well as delivering high quality services to our students, the Academy is also committed to being a good employer and as such this scheme outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this scheme therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
- Being married or in a civil partnership

*A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.

Aims of the single equality scheme

- To articulate the Academy's commitment to equality which permeates all Academy policies and practices
- To ensure that everyone who belongs to, or comes into contact with, our community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation in one document

Purpose of the Equality Scheme

This equality scheme is the Academy's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010. It is an attempt to capture how the Academy is systematically establishing and implementing good practice in equality and diversity across all areas of academy life. This includes a response to all aspects of social identity and diversity.

This Equality Scheme sets out how the Academy will:

- eliminate discrimination
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;

- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of pupils.

Planning to eliminate discrimination and promote equality of opportunity

This scheme is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Scheme.

It encompasses our duties to promote positive outcomes in relation to race, disability and sexual orientation but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some students) we need to make to be best placed to help disabled students who come to our Academy.

This scheme works in tandem with the Accessibility Plan in ensuring how the Academy will increase access to education for disabled pupils.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually

Our Academy has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB An accessibility plan may be a freestanding document)

Equality Objectives 2015-19

Sample objectives:

- to narrow the gap in performance of disabled pupils;
- to raise attainment in English for boys;
- to encourage girls to consider non-stereotyped career options;
- to anticipate the needs of incoming pupils from a new group;
- to provide a broad and balanced curriculum that enables students from different starting points to access opportunities beyond KS4

Academy Context

The nature of the Academy population and context to inform action planning for the equality scheme

Factors of the geographical location of the Academy:-

E.g. the community served (pupils, staff, parents/carers, wider community):-

- % minority ethnic;*
- % religions and belief;*
- % languages spoken;*
- % Free School Meals (FSM) – eligibility and uptake;*
- % Special Educational needs (SEN);*
- % Disabled;*
- % New Arrivals;*
- % Asylum Seekers*
- % gender;*
- % sexual orientation*

The turnover of pupils and staff

The nature of the Academy intake in the future (bearing in mind the anticipatory requirement of the DDA).

The nature of the Academy and site regarding access; Languages spoken at the Academy;

Recruitment, development and retention of staff against social identity factors such as disability, gender, sexual orientation, faith, age, ethnicity

The training taken to position the Academy well for the equality and diversity agenda.

E.g. meeting the medical needs of students; Positive Behaviour Management; termly training on new intake for ALL staff (SENCO updates) including medical, faith and belief, language needs; staff meeting every term to update on pupil needs and training opportunities; governor training on fair recruitment practices; training on the new SEND Code of Practice 2014 ;

Academy provision

Examples of reasonable adjustments the Academy makes as a matter of course

From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) policy

e.g.

- the ways in which information is currently provided for disabled students & parents/carers;*
- steps that have been taken to create communication friendly/dyslexia friendly environments;*
- how the Academy operates a behaviour policy;*
- the steps the Academy has taken to create provision maps for different areas of need (e.g. dyslexia, behaviour, autism, English as an additional language...)*
- how the Academy records adaptations to provision in individual/personalised provision maps;*
- how the Academy involves students in planning provision;*

Outcomes for pupils

These processes form part of the academy's equality impact assessment processes to determine the impact of our provision on improving outcomes for identified pupils. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have.

- student's attainment - analysis of end of key stage results for pupils of particular groups
- the quality of particular groups of pupils' learning and the progress they make throughout the Academy
- the extent to which different groups of pupils feel safe (e.g. *Incidents of racism, 'hate' and bullying involving particular groups of students*)
- the behaviour of particular groups of pupils (e.g. *exclusion data for particular groups of pupils*)
- the extent to which students from particular groups adopt healthy lifestyles
- the extent to which pupils from particular groups contribute to the Academy and the wider community (e.g. *participation and achievement on extra-curricular/extended activities, participation on school trips for particular groups of students*)
- attendance data for all students and for particular groups (e.g. *extended leave/mobility issues for particular groups of students*)
- the effectiveness of the Academy's engagement with parents/carers of particular groups of students (e.g. *attendance at parents' meetings, involvement in planning provision, consultation with, results of parental feedback*)
- *impact of the use of specific individual budgets e.g. Pupil Premium report SEN information report*

Roles and Responsibilities in Implementing the Single Equality Scheme

The Head Teacher will:

- ensure that staff and parents are informed about the Single Equality Scheme;
- ensure that the scheme is implemented effectively;
- manage any day to day issues arising from the policy whether for students or for the Academy as an employer;
- ensure staff have access to training which helps to implement the scheme;
- liaise with external agencies regarding the policy so that the Academy's actions are in line with the best advice available;
- monitor the scheme and report to the Governing Body at least annually, on the effectiveness of the policy;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan arising from the scheme;
- provide appropriate support and monitoring for all pupils and specific and targeted pupils to whom the scheme has direct relevance, with assistance from relevant agencies.

The Governing Body will:

- ensure that the Academy complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities and SEND duties;
- designate a governor with specific responsibility for the Single Equality Scheme;
- support the Headteacher in implementing any actions necessary;
- inform and consult with parents about the scheme;
- evaluate and review the action every three years;
- evaluate the action plan annually
- publish information at least annually.
- publish equality objectives every four years

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this scheme;
- provide a lead in the dissemination of information relating to the scheme;
- identify good quality resources and CPD opportunities to support the scheme;
- with the Headteacher, provide advice/support in dealing with any incidents/issues;

People with specific responsibilities:

- details of the person responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- details of the person responsible for ensuring the specific needs of staff members are addressed;
- details of the person responsible for gathering and analysing the information on outcomes of vulnerable students and staff;
- details of the person responsible for monitoring the response to reported incidents of a discriminatory nature.
- details of the governor responsible for publishing the SEN information report

Parents/Carers will:

- have access to the scheme;
- be encouraged to support the scheme;
- have the opportunity to attend contribute to the development of the scheme;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account.
- have the right to be informed of any incident related to this scheme which could directly affect their child.

Academy Staff will:

- accept that this is a whole school issue and support the Single Equality Scheme;
- be aware of the Single Equality Scheme and how it relates to them;
- make known any queries or training requirements
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the academy;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

Students will:

- be encouraged to express their views and contribute where possible to the formulation of policies
- be made aware of any relevant part of the scheme, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the scheme
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents;

Visitors and contractors are responsible for complying with the academy's Equality Scheme – non-compliance will be dealt with by the Headteacher.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Scheme, the Academy is clear that this is a process which must be informed by the involvement of all participants such as students, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Scheme will be informed, therefore, by:

- the views and aspirations of students themselves from different social identity backgrounds;
- the views and aspirations of parents of students from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, including voluntary organisations, representing different social identity backgrounds;

Mechanisms for involvement

At this Academy the following mechanisms will ensure the views of students inform the Equality Scheme and action plan:

e.g.

- *Twice yearly focus groups of students representing different social identity backgrounds, i.e., gender forum, disability forum;*
- *E-forums;*
- *Individual interviews with students involved in incidents of a discriminatory nature or bullying related to discrimination;*
- *Individual interviews with students experiencing reasonable adjustments;*
- *Yearly open meetings representing a particular theme shared with the community and cluster of schools.*

At this Academy the following mechanisms will ensure the views of **staff** inform the Equality Scheme and action plan:

e.g.

- *Regular staff meetings with specific agenda items;*
- *Individual discussions with staff as a part of performance management.*

At this Academy the following mechanisms will ensure the views of **parents and the community** informs the Equality Scheme and action plan:

e.g.

- Welcoming parents and the community into school so that they are critical drivers in policy development.
- *Text to be inserted into communication with parents: “your support for your child’s education is crucial to their progress. Please tell us if there is any adjustments we need to make to help you support your child, for example: letters in large font; letters in different languages; wheelchair access; explaining things over the phone; a discussion with a school colleague of the same gender.”*
- *Feedback through the Governing Body meetings;*
- *Feedback from adults using the Academy beyond the school day;*

The Academy's action plan will focus on developing the involvement of students, staff and parents from different social identity backgrounds over the three years of this Scheme. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the Academy will learn what works and the involvement of pupils, staff and parents will improve and deepen over time.

Making it happen

Action Planning

Although it is no longer a requirement for schools to have an equality action plan, those schools which do already have one (or more) of these in place, may find it helpful to continue with this approach and adapt it to take into account the extent of the duty.(5.27 DfE Equalities Guidance May 2014)

This scheme is supported by an action plan, the progress of which is monitored and evaluated by the Governing Body.

The action plan that identifies the equality objectives for the school arising from this scheme and the impact assessment through the Inclusion Quality Mark has:

- clear allocation of responsibility;
- clear allocation of resources, human and financial;
- clear timescales;
- expected outcomes and performance criteria;
- specified dates for review;

The effectiveness of this Scheme will be evaluated and reflected in:

- the School Self-evaluation Form;
- feedback e.g. Parentview

Reporting

This Scheme will be reported on annually. Progress against the action plan will be evaluated and the impact of the action and activities assessed. Copies will be displayed in the school reception area and it will be referenced in school newsletters and in the Academy's prospectus, school website.

Equality Legislation and Guidance

This equality scheme responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties.

The act serves two main purposes:

- a) To harmonise discrimination law;
- b) To strengthen the law to support progress on equality.

The act supersedes or strengthens the following acts and regulations:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion & Belief and Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006 Part 2
- The Equality Act (Sexual Orientation) Regulations 2007
- The SEN Code of Practice 2001

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007
The Act sets out that is unlawful for schools to discriminate against a person:
 - a) in the terms on which it offers to admit him/her as a pupil:
 - b) by refusing to accept an application to admit him/her as a pupil, or
 - c) where he/she is a pupil of the establishment:
 - i) in the way in which it affords him/her access to any benefit, facility or service,
 - ii) by refusing him/her access to a benefit, facility or service,
 - iii) by excluding him/her from the establishment,
 - iv) by subjecting him/her to any other detriment.
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination;
- Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a

society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.”

Essential Further Guidance

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice January 2015- latest at 01.03.15 and effective from 01.04.15

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Name of Persons responsible for this policy		
Academic year	Designated Senior Person	Chair of Governors
2016/17	Mr M Fortune	Mr A Dennent

Harborne Academy –Equality Policy

<u>Protected characteristics</u>		<u>Aims of the general duty</u>	
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Disability	<ul style="list-style-type: none"> • Accessibility Plan • SEN Policy • SEN Information Report • Provision Maps • Pupil Profiles • Behaviour reports • Culture for Learning Policy • Reports to Governors • PSHE programme • Thought for the day • Assembly rota 	<ol style="list-style-type: none"> 1. Student equality data is collected and analysed against attainment to identify any areas that need further investigation. 2. Occupational Health are asked for advice on adaptations that could be made for staff who have a disability. 3. Adjustments have been made for students to assist in access to learning such as lifts, provision of specialist equipment, changing of timetables and seating arrangements. 	<ol style="list-style-type: none"> 1. Embedded PSHE programme 2. Thought for the day 3. Assembly rota

		<ol style="list-style-type: none"> 1. Advice and information is shared with classroom staff to ensure appropriate measures and assistance are provided to meet students individual needs 2. All student incidents are investigated and recorded. 	
Pregnancy and Maternity	<ul style="list-style-type: none"> • Staff Maternity Guidance 	<ol style="list-style-type: none"> 1. Inter-agency support for pregnant students to participate fully in the curriculum. 2. Risk assessments completed for expectant mothers. 	Covered through the science, and PSHE curriculum
Race	<ul style="list-style-type: none"> • Governors report on bullying which covers race • Culture for Learning Policy 	All student incidents are recorded and presented to the governors.	<ol style="list-style-type: none"> 1. Racism and its connection to bullying are covered in the PSHE 2. Assembly programme and thoughts for the day

			<p>curriculum.</p> <p>2. Topics such immigration covered through PSHE and RE</p>
Religion and Belief	<ul style="list-style-type: none"> • Assemblies rota • PSHE • Thought for the day • Culture for Learning Policy 		<p>1. Covered through PSHE,RE curriculum, Assemblies and thought for the day</p>
Sexual Orientation	<ul style="list-style-type: none"> • Assembly rota • PSHE • Thought for the day • Monitoring of homophobic reports • Culture for Learning Policy 		<p>1. Covered through PSHE,RE curriculum, Assemblies and thought for the day</p>