



# Equality Policy

**Member of SLT Responsible for Policy: M Hooson**

**Date: September 2017**

**Review Date: September 2019**

## Check list for school staff and governors

---

- Is information collected on race, disability and gender with regards to both students and staff e.g. student achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has our Equality Plan been shaped by the views, input and involvement of staff, parents and students?
- Is student achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all students encouraged to participate in school life? Are students who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of students and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other students? Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to students, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, students and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

# Shrewsbury Academy Equality Plan

1. **Mission statement**
2. **Mainstreaming equality into policy and practice**
3. **Equal Opportunities for Staff**
4. **Equality and the law**
  - a. **Race**
  - b. **Disability**
  - c. **Gender / Transgender**
  - d. **Religion or Belief**
  - e. **Age**
  - f. **Sexual orientation**
  - g. **Pregnancy/Nursing**
  - h. **Community cohesion**
5. **Consultation**
6. **Roles and Responsibilities**
7. **Tackling discrimination**
8. **Review of progress and impact**
9. **Publishing the plan**
10. **Action Plan**

## **1. Mission Statement**

At Shrewsbury Academy we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, transgender, disability, religion or belief, age, sexual orientation pregnancy / nursing or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of students will be monitored by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Shrewsbury Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Mainstreaming equality into policy and practice**

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

In this plan these general and specific duties will be met for all of the eight strands, where they are applicable and achievable.

### **Teaching and learning**

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behavior or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

### **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### **3. Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff at Shrewsbury Academy.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

### **Employer duties**

As an employer we need to ensure that we eliminate discrimination and harassment in our

employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **4. Equality and the law**

There are a number of statutory duties that must be met by every school in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

##### **Key changes**

- The headings of age, disability (which includes mental health and people diagnosed as clinically obese), race, religion or belief, sex, sexual orientation, gender reassignment (people who are having or who have had a sex change, transvestites and transgender people), marriage and civil partnership, and pregnancy and maternity are now to be known as 'protected characteristics'.
- There are now seven different types of discrimination:
  - Direct discrimination: discrimination because of a protected characteristic.
  - Associative discrimination: direct discrimination against someone because they are associated with another person with a protected characteristic. (This includes carers of disabled people and elderly relatives, who can claim they were treated unfairly because of duties that had to carry out at home relating to their care work. It also covers discrimination against someone because, for example, their partner is from another country.)
  - Indirect discrimination: when you have a rule or policy that applies to everyone but disadvantages a person with a protected characteristic.
  - Harassment: behavior deemed offensive by the recipient. Employees can claim they find something offensive even when it's not directed at them.
  - Harassment by a third party: employers are potentially liable for the harassment of staff or customers by people they don't directly employ, such as a contractor.
  - Victimisation: discrimination against someone because they made or supported a complaint under Equality Act legislation.

- Discrimination by perception: direct discrimination against someone because others think they have a protected characteristic (even if they don't).

The action plan at the end of this Equality Plan outlines the actions of Shrewsbury Academy

#### **4a. Race Equality**

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The General Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students;
- Monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

#### **4b. Disability**

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

##### **Definition of disability**

The Disability Discrimination Act 2005 (DDA) 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 DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

##### **Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related 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.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise this Scheme every three years.

#### **4c. Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- Review and revise this Scheme every two years.

#### **4d. Religion of belief**

The Employment Equality (Religion or Belief) Regulations 2003 came into force on 2nd December 2003 and make it unlawful directly or indirectly to discriminate against, harass or victimise anybody in employment and training based on their religion or similar beliefs, or based on their lack of such a belief. The Equality Act 2006 extended this protection to cover the provision of services, rented accommodation, schools and public authority plans.

#### **4e. Age**

The Employment Equality (Age) Regulations 2006 cover employment and vocational training, and make it unlawful directly or indirectly to discriminate against, harass or victimise a person on the grounds of their age. This applies both to younger and older people, and covers anyone who is discriminated against because of their age.

#### **4f. Sexual Orientation**

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

#### **4g. Pregnancy and Breast feeding.**

The new Equality Act says that it is sex discrimination to treat a woman unfavorably because she is pregnant or breastfeeding.

Provision for breastfeeding must be provided.

Education bodies must not discriminate, harass or victimise a student who is breastfeeding in terms of admission or provision of education or by excluding the student or subjecting her to any detriment.

#### **4h. Community Cohesion**

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

#### **5. Consultation and involvement**

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting;
- Input from staff surveys or through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school (PASS);
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body meetings.

#### **6. Roles and Responsibilities**

##### **The role of Governors**

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to students, and responsive to their needs based on race, gender and disability.
- The Governing Body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.



- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and students.
- The Governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Body ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

### **The role of the Head of School (or senior leader responsible for Equalities)**

- It is the Head of School's role to implement the school's Equality Plan and s/he is supported by the Governing Body in doing so.
- It is the Head of School's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head of School ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Head of School promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head of School treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

### **The role of all staff: teaching and non-teaching**

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head of School.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **7. Tackling discrimination**

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Head of School where necessary. All incidents are reported to the Head of School and racist incidents are reported to the governing body and local authority on a termly basis.

### **What is a discriminatory incident?**

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:  
'any incident which is perceived to be racist by the victim or any other person'.

### **Types of discriminatory incident**

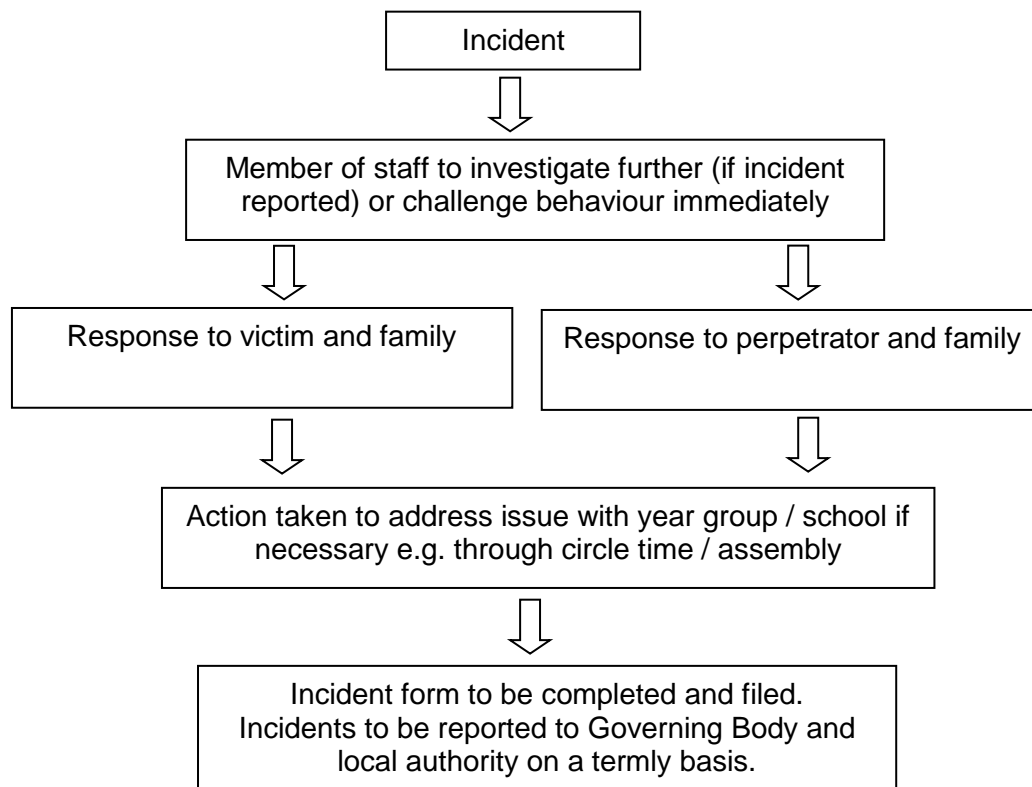
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

### **Responding to and reporting incidents**

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

A suggested procedure for responding and reporting is outlined below:



## **8. Review of progress and impact**

The Plan has been agreed by our Governing Body. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of students' learning and use this information to track student progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

## **9. Publishing the plan**

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Make sure hard copies are available.

**M Hooson**  
**Head of School**  
**September 2017**

## 10. ACTION PLAN

The duty to report racist incidents and the publication of the Equality Plan to meet the Disability and Gender Equality legislation must be included in the action plan below.

For further examples of actions please see Appendix A. You may also wish to cross reference the action plan with actions in other documents e.g. School Improvement Plan / Accessibility Strategy / Special Educational Needs Policy.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
All	<b>MUST BE INCLUDED</b> Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Head of School / designated member of staff	Enter date here - Immediately after Equality Plan is agreed by governing body	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays  Parents are aware of the Equality Plan
All	<i>Monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for students.</i>	<i>Achievement data analysed by race, gender and disability</i>	<i>Head of School / Governing body</i>	<i>Annually in Sept</i>	<i>Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups</i>
All	<i>Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.</i>	<i>Increase in students' participation, confidence and achievement levels</i>	<i>Humanities lead, through history lesson plans</i>		<i>Notable increase in participation and confidence of targeted groups</i>
All	<i>Recognise and represent the talents of disabled students in Gifted and Talented programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.</i>	<i>Gifted and Talented register monitored by race, gender and disability</i>	<i>Member of staff leading on G&amp;T</i>		<i>Analysis of the Gifted and Talented register indicates it is changing to reflect the school's diversity</i>
All	<i>Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.</i>	<i>Increase in student participation, confidence and positive identity –</i>	<i>Head of School</i>	<i>Ongoing</i>	<i>More diversity reflected in school displays across all</i>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
		<i>monitor through PSHE</i>			<i>year groups</i>
<i>All</i>	<i>Ensure all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option), class assemblies, fund raising etc.</i>	<i>School council representation monitored by race, gender, disability</i>	<i>Member of staff leading on school council</i>	<i>From Jan 2010</i>	<i>More diversity in school council membership</i>
<b>Race Equality Duty</b>	<b>MUST BE INCLUDED</b> Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Head of School / Governing body will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are students and parents satisfied with the response?	Head of School / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents  Consistent nil reporting is challenged by the Governing Body
<i>Gender Equality Duty</i>	<i>Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and kickboxing lessons, to make participation rates more reflective of the school population.</i>	<i>Increased participation of girls in sports clubs and out of school sport activities</i>	<i>Member of staff leading on sports / PE</i>	<i>Sept 2010 – July 2012</i>	<i>More girls take up after-school sports clubs</i>
<i>Example: Disability Equality Duty</i>	<i>Promote Governor vacancies with leaflets in accessible formats, by involving disabled young people / parents in design and specifically welcoming applications from disabled candidates.</i>	<i>Monitoring of applications by disability to see if material was effective</i>	<i>Lead Governor on Special Educational Needs &amp; Disabilities</i>	<i>Dec 2010</i>	<i>More applications from disabled candidates to be School Governors</i>

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
<i>Example: Community cohesion</i>	<i>Celebrate cultural events throughout the year to increase student awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</i>	<i>PSHE assessments</i>	<i>Member of staff leading on PSHE</i>	<i>Ongoing</i>	<i>Increased awareness of different communities shown in PSHE assessments</i>
<i>All</i>	<i>Check all School documents, letters, templates, forms , etc and amend the text to remove / include acceptable terms. e.g. wife, husband or partner instead of wife and husband</i>		<i>All staff</i>	<i>Ongoing</i>	

## 10. ACTION PLAN

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators



## **Appendix A**

### **Examples of further actions you may want to include in your action plan to meet the general duties**

#### **ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION**

##### **The school will ensure that:**

- Student achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- All staff are aware of the school's Equality Plan;
- The talents of disabled students are recognised and represented in Gifted and Talented programmes, and representation on the programmes fully reflects the school population in terms of race and gender;
- There is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
- Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies;
- Extended school activities such as breakfast and after-school clubs take into account student needs and access issues and students attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status;
- Staff, students, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, school council meetings, parents evenings etc.

##### **The school will provide:**

- Extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal well being, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).

#### **PROMOTING POSITIVE ATTITUDES AND MEETING NEEDS**

##### **The school will:**

- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.

- Actively seek to recruit disabled people to the school and support them in their work and career development, and try to reflect the diversity of the school community in its workforce;
- Actively seek to recruit disabled people to the governing body and make reasonable adjustments to ensure that they can fully participate and contribute;
- Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different schools and communities;
- Provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- Supporting disabled students in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;
- Helping children and young people to understand others and value diversity;
- Promoting shared values, awareness of human rights and how to apply and defend them;
- Developing skills of participation and responsible action – for example through the new 'Identity and Diversity: living together in the UK' strand of citizenship education.

## **ELIMINATING DISCRIMINATION AND HARASSMENT**

### **The school will:**

- Develop and adapt its procedures on anti-bullying to include equality perspectives;
- Support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- Keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- Review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour.

## **MONITORING IMPACT**

- The school will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement;
- The governing body will report annually in the School Profile/and or annual report to parents on the effectiveness and success of its Equality Plan. We will place the report alongside the plan on our website.