



Ark John Keats  
Academy

# EQUALITY POLICY

## Policy Information

Named personnel with designated responsibility for (insert)

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Interim Chair of Governors
<b>2013/14</b>	Jerry Collins	Amy Baird		Linsey Cole
<b>2016/17</b>	Jerry Collins	Amy Baird		Linsey Cole

Policy review dates

Frequency of review: annually

Review Date	Changes made	By whom
<b>June 2013</b>	Policy created	ARK/J Collins
<b>Nov 2016</b>	Policy reviewed	J Collins

Ratification by Governing Body

Academic year	Date of ratification	Interim Chair of Governors
<b>2013</b>	5 <sup>th</sup> July 2013	Linsey Cole

Dates of staff training for this academic year

Dates	Course Title	Staff
<b>September</b>	Staff Induction	All

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## 1 INTRODUCTION

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This policy is in line with and according to the 2010 Equality Act.

At ARK John Keats Academy we pride ourselves on the diversity of people who make up our Academy community; and we value the varied contribution that everyone can make to our learning. We believe that all children, regardless of race, sex, or class, or disability can have high aims and that the Academy's task is to help them all achieve their potential. In order to achieve this, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect each other's' languages and background.

We shall similarly encourage parents/carers to share their children's experiences and to offer their own as an aid and encouragement to learning. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our Behaviour Policy we will do our best to ensure that all individuals in the Academy, including visitors, feel safe and are treated with consideration when they are amongst us.

This Equality Policy sets out the Academy's approach to promoting equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on academies to publish disability and gender equality schemes and a race equality policy.

## 2 AIMS AND VALUES

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2.1 Equality of opportunity at ARK John Keats Academy is about providing equality and excellence for all in order to promote the highest possible standards of achievement. Equality of opportunity applies to all members of the Academy community – pupils, staff, governors and parents/carers. Our Equality Policy is based on the following core values, as expressed in the Academy's aims and in line with the 2010 Equality Act.

2.2 We want all our children to:

- a. Experience a broad and balanced curriculum.
- b. Develop lively enquiring minds and a love of learning.
- c. Have high self-esteem.
- d. Work with independence.
- e. Value and care for others.
- f. Be successful.

- g. Have their achievements celebrated.
- h. Feel safe.
- i. Become good citizens.
- j. Become positive contributors to the international community.
- k. Care for their environment.
- l. Be self-disciplined and courteous.
- m. Be tolerant and respectful of others.

### **2.3 We want all staff to:**

- a. Continue raising our high standards of teaching and learning.
- b. Develop professionally.
- c. Feel valued and supported.
- d. Be successful.
- e. Have job satisfaction.
- f. Enjoy a healthy work-life balance.

### **2.4 We want all parents/carers to:**

- a. Feel welcomed by the Academy.
- b. Work in partnership with staff.
- c. Be well informed by clear communications.

### **2.5 We want governors to:**

- a. Work as friends and partners of the Academy.
- b. Know the Academy and staff well.
- c. Offer constructive advice.
- d. Promote the Academy in the wider community.

### **2.6 We want the wider community to:**

- a. Develop good relations with our Academy.
- b. Broaden our horizons and challenge our thinking.

***We aim to encourage a love of learning and make every day a rewarding experience for children and staff.***

**2.7 We aim to help children:**

- a. To develop lively, enquiring minds with the ability to question and argue rationally.
- b. To acquire knowledge, skills and understanding.
- c. To use language and numbers with confidence and enthusiasm.
- d. To develop respect for religious and moral values and tolerance towards ways of life which differ from their own
- e. To understand the world in which they live and the interdependence of individuals, groups and nations.
- f. To respect and care for other people and the environment.
- g. To grow in aesthetic awareness and make best use of opportunities for the creativity and imagination.
- h. To develop agility and physical co-ordination and the ability to express themselves through music and movement.
- i. To develop habits of self-discipline, acceptable behaviour, courtesy and good manners.

**2.8 We guide each child towards fulfilling their potential:**

- a. Through the provision of high quality education and resources.
- b. Through encouragement and high expectation.
- c. By developing self-esteem and fostering self-confidence.
- d. By providing a happy and safe environment in which he/she may work confidently.
- e. By ensuring progression through the setting of appropriate goals.
- f. By preparing him/her for future education and a fulfilling life.

**2.9 Our mission is for ARK John Keats Academy to provide an environment where:**

- a. Children are happy and highly motivated to learn.
- b. The quality of teaching and learning enables each child to achieve their best.
- c. Staff are motivated and keen to develop their skills for the sake of the children and their own professional development.
- d. Parents/carers are proud to send their children and enjoy working in partnership with the Academy.

2.10 These aims are designed to ensure that the Academy meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This Academy will take steps to:

- a. Promote equality of opportunity and access.
- b. Promote racial equality and good race relations.

- c. Oppose all forms of prejudice and negative discrimination.
- d. Ensure pupils with a disability have access to the Academy buildings and to the curriculum.

### 3 OUR APPROACH TO PROMOTING EQUALITY

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The information provided here aims to show that we give careful consideration to equality issues in everything that we do. We are committed to working for the equality of people with and without disabilities.

The overall objective of the Academy's Equality Policy is to provide a framework for us to pursue our equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

Through the Equality Policy, the Academy seeks to ensure that no member of the Academy community or any other person through their contact with the Academy receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities and socioeconomic background. The principles of this policy apply to all members of the extended Academy community

### 4 RACE EQUALITY

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4.1 We are fully committed to meeting our obligations under the 2010 Equality Act and this is reflected in the policy statements above. To meet the specific duties of the Act we shall:

- a. Ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable.
- b. Respect, embrace and value differences between people.
- c. Prepare pupils for life in a diverse society.
- d. Make the Academy a place where everyone, taking account of race, colour, ethnic or national origin, feels welcomed and valued.
- e. Promote good relations between different racial and cultural groups within the Academy and within the wider community.
- f. Ensure that an inclusive ethos is maintained.
- g. Acknowledge the existence of racism and take steps to prevent it.
- h. Oppose all forms of racism, racial prejudice and racial harassment.

- i. Be proactive in tackling and eliminating unlawful discrimination.

## 5 DISABILITY EQUALITY

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- 5.1 We aim to ensure that wherever possible disabled people have the same opportunities as others in their access to education and to prevent any form of unlawful discrimination on the grounds of disability. Appropriate measures will be taken to ensure that pupils and prospective pupils with a disability are not treated less favourably than other pupils and we shall take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- 5.2 In addition, steps will be taken to ensure that employees support the governing body in meeting their duties and do not act in such a way that is or could be deemed discriminatory.
- 5.3 Staff are made aware of the basic requirements of the 2010 Equality Act.
- 5.4 There may be occasions where the treatment of disabled children is different from that of other pupils. In such cases the Academy will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial (e.g. health and safety reasons). The Academy will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage. Where at all possible we will do all that we can to ensure that all disabled children can access the curriculum and participate in activities and trips.
- 5.5 Careful consideration will be given to how participation can be best facilitated. A range of factors may be part of this consideration including:
- a. The need to maintain academic, musical, sporting and other standards.
  - b. Health and safety requirements.
  - c. The interest of other pupils.
  - d. The extent to which it is practicable to take a particular course of action.
  - e. The financial resources available and the cost of a particular action.
- 5.6 The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.
- 5.7 We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we will review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:



- a. Ensuring providers of facilities for academy trips and extra-curricular activities can accommodate disabled pupils before making bookings.
- b. Reviewing staffing arrangements to ensure that the Academy is in a position to administer medication if required in exceptional circumstances.
- c. Ensuring there are special arrangements in place for disabled pupils who are taking examinations.
- d. Ensuring all our policies and procedures have due regard for disability equality.
- e. Working closely with parents/carers and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them.
- f. Ensuring that staff are briefed on the Equality Act 2010.

5.8 We will also take reasonable steps to find out whether prospective or existing pupils have a disability. This will include:

- a. Creating an ethos and culture which is open and welcoming so that parents/carers and pupils feel comfortable sharing information about the disability.
- b. Asking parents/carers during the admissions process about the existence of any disability.
- c. Providing continuing opportunities to share information (e.g. when seeking permission to go on an academy trip).
- d. Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies where appropriate.

5.9 We believe that improving access to education and educational achievement for all:

- a. Ensures equality of opportunity.
- b. Encourages full participation in society.
- c. Improves the likelihood of independent living and economic self-sufficiency in the future.

5.10 We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the academy and increases the availability of accessible information to disabled pupils (see the Academy's Disability Equality duty attached to the Pupil Support Policy, for further details).

5.11 We shall continue to improve the accessibility of the physical environment within the resources available in response to needs arising. We identify and monitor the performance of different groups of pupils: boys/girls; minority ethnic groups; SEN; disabled pupils; "Looked After Children"; EAL; chronic medical conditions, Free School Meals and Pupil Premium.

5.12 Our assessment procedures take into account the SEN Code of Practice (2001) the needs of EAL pupils and the needs of minority ethnic pupils. We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.

## 6 GENDER EQUALITY

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6.1 The Academy promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to all.

6.2 We monitor the attainment of all our pupils by gender. We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups. We set targets to improve the attainment and rates of progress of particular groups of boys and girls.

6.3 We are identifying and addressing barriers to the participation of boys and girls in activities.

6.4 We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided. We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.

6.5 We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.

6.6 We are developing particular initiatives to tackle boys' attitudes to school and learning, for example by engaging with fathers and drawing them into academy life.

6.7 Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the academy's gender equality initiatives. Both male and female parents and carers are encouraged to be involved in the work of the academy and contribute to their children's learning and progress.

6.8 Gender Assignment and Sexual orientation

- a. We challenge all discrimination and prejudice towards gay, lesbian and bisexual members of the Academy.

- b. We promote acceptance and understanding of these groups through such things as assemblies.
- c. We do not collect data on these groups currently.

## 7 BEHAVIOUR AND BULLYING

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7.1 We have a behaviour policy that is equitable and consistent in its aims and procedure

7.2 We have an anti-bullying policy that provides clear guidance on creating equal opportunity.

7.3 We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

## 8 RELIGION AND BELIEFS

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8.1 Ark academy promotes the spiritual, moral, social and cultural development of all pupils through whole academy assemblies and the curriculum.

8.2 Our curriculum supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.

8.3 The curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.

8.4 We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamaphobia.

## 9 ROLES AND RESPONSIBILITIES

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All who work in the Academy have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

9.1 Our governors are responsible for:

- a. Making sure the Academy complies with all current equality legislation.
- b. Making sure this policy and its procedures are followed.

9.2 The Principal is responsible for:

- a. Ensuring this policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
- b. Making sure its procedures are followed.
- c. Producing regular information for staff and governors about the policy, its effectiveness and providing training for them on the policy, if necessary.
- d. Ensuring all staff know their responsibilities and receive training and support in carrying these out.
- e. Taking appropriate action in cases of harassment and discrimination.

9.3 All our staff are responsible for:

- a. Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- b. Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- c. Engaging in training and learning opportunities.

9.4 Responsibility for overseeing equality practices in the Academy is as follows:

- a. Coordinating and monitoring work on equality issues (Principal/Head of /secondary/Head of Primary).
- b. Dealing with and monitoring reports of harassment, including racist and homophobic incidents.(Principal/Head of Secondary/Head of Primary).
- c. Monitoring the progress and attainment of vulnerable groups of pupils e.g. Black and minority ethnic pupils, including Gypsies and Travellers (Principal/Head of /Secondary/Head of Primary).
- d. Monitoring exclusions (Principal/Head of /Secondary/Head of Primary)

## 10 EQUALITY INFORMATION AND OBJECTIVES

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10.1 The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- a. **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- b. **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- c. **Foster good relations** between people who share a protected characteristic and people who do not share it.

#### 10.2 Part 1: Information about the pupil population (See Table 1)

	Students	Male	Female	FSM	SEN	In care	Male (%)	Female (%)	FSM (%)	SEN (%)
<b>Nursery</b>	50	21	29		1	0	42%	58%		2%
<b>Foundation</b>	89	46	43		7	0	52%	48%		8%
<b>Key Stage 1 Year 1</b>	90	41	59		5	2	46%	54%		5%
<b>Key Stage 1 Year 2</b>	59	27	32		7	0	46%	54%		12%
<b>Key Stage 2 Year 3</b>	60	24	36	22	3	0	40%	60%	37%	5%
<b>Key Stage 3 Year 7</b>	181	94	87	29	6	2	52%	48%	16%	3%
<b>Key Stage 3 Year 8</b>	180	88	92	36	5	0	49%	51%	20%	3%
<b>Key Stage 3 Year 9</b>	149	63	86	45	7	0	42%	58%	30%	5%
<b>Total</b>	<b>858</b>	<b>404</b>	<b>454</b>	<b>132</b>	<b>41</b>	<b>4</b>				

Table 1 – Key statistics relating to the pupil population

Number of pupils on roll at the academy: 858

#### 10.3 Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of ‘protected characteristics’. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

#### 10.5 Disability

The Equality Act defines disability as when a person has a ‘physical or mental impairment

which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

10.5 SEN (See Table 2)

	<b>Students</b>	<b>Percentage</b>
<b>No SEN</b>	817	95%
<b>SEN</b>	41	5%
<b>Total</b>	<b>858</b>	<b>100%</b>

Table 2 – SEN pupil population

## 10.6 Gender (See Table 3)

	Students	Percentage
<b>Female</b>	454	53%
<b>Male</b>	404	47%
<b>Total</b>	<b>858</b>	

Table 3 – Gender pupil population

## 10.7 Ethnicity (See Table 4)

Ethnicity	Students	Percentage	Sub Group
(blank)	7	0.8%	
ABAN	17	2.0%	Bangladeshi
AIND	7	0.8%	Indian
All	858	100.0%	
AOPK	5	0.6%	Other Pakistani
AOTA	3	0.3%	Other Asian
BANN	3	0.3%	Black Angolan
BAOF	80	9.3%	Other Black African
BCON	14	1.6%	Black - Congolese
BCRB	70	8.2%	Black - Caribbean
BGHA	15	1.7%	Black - Ghanaian
BNGN	11	1.3%	Black - Nigerian
BOTB	22	2.6%	Other Black
BSLN	1	0.1%	Black - Sieria Leonian
BSOM	32	3.7%	Black - Somali
BSUD	1	0.1%	Black - Sudanese
CHKC	1	0.1%	Hong Kong Chinese
COCH	3	0.3%	Other Chinese
MAOE	2	0.2%	Asian & Any Other Ethnic Group
MBOE	2	0.2%	Black & Any Other Ethnic Group
MCOE	3	0.3%	Chinese & Any Other Ethnic Group
MOTM	29	3.4%	Other Mixed Background
MWAO	13	1.5%	White & Any Other Asian Background
MWBA	28	3.3%	White & Black African
MWBC	41	4.8%	White & Black Caribbean
MWCH	2	0.2%	White & Chinese
MWOE	4	0.5%	White & Any Other Ethnic Group
NOBT	9	1.0%	Information Not Obtained
OAFG	2	0.2%	Afghanistani
OARA	1	0.1%	Arab
OIRN	2	0.2%	Irani

OKRD	23	2.7%	Kurdish
OMRC	3	0.3%	Moroccan
OoEG	41	4.8%	Other Ethnic Group
REFU	6	0.7%	Refused
WALB	3	0.3%	White - Albanian
WEEU	25	2.9%	White - Easter European
WENG	119	13.9%	White - English
WGRC	1	0.1%	White - Greek Cypriot
WGRK	3	0.3%	White - Greek
WIRI	1	0.1%	White - Irish
WITA	5	0.6%	Italian
WKOS	5	0.6%	Kosovan
WOTW	36	4.2%	Other White
WOWB	27	3.1%	Other White British
WSCO	1	0.1%	White - Scottish
WTUC	14	1.6%	Turkish Cypriot
WTUK	109	12.7%	Turkish
WWEU	6	0.7%	White Western European
<b>TOTAL</b>	<b>858</b>		

Table 4 – Ethnicity pupil population

#### 10.8 Information on other groups of pupils

Ofsted inspections look at how the academy helps "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

#### Free school meals (See Table 6)

	Students	Percentage
<b>No FSM</b>	438	77%
<b>FSM</b>	132	23%
<b>Total</b>	<b>570</b>	

Table 6 – FSM pupil population (**All Key Stage 1 pupils are entitled to FSM**)



## 11 OUR MAIN EQUALITY CHALLENGES

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This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

No issues currently with underachieving groups

[EXAMPLES]

### **Progress and achievement is our central concern and is a major equality issue**

Our primary concern is that all individuals, irrespective of their background, make outstanding academic progress in order that they can secure good qualifications and have the choice to go to university or pursue a career of their choice. Given the low starting point many of our pupils start at, they are required to make exceptional progress to 'close their gap' on their contemporaries who come from more privileged backgrounds. Without this progress they will not have the equality of opportunity to choose university or a particular career.

Given this, we have a great deal of strategies to address this, some of which are detailed below:

- Operate an extended academy day.
- Compulsory enrichment classes for all pupils who have fallen behind in either maths, English, science or MFL.
- Track and assess progress 6 times a year in the core subjects and three times a year in the foundation subjects.
- Analyse progress data of individuals and the various discrete groups and then write evaluations and create action plans at a departmental level and school level, in order that no one falls through the net.
- Reading classes every morning for every pupil to boost literacy and engender a love of reading. These groups are organised according to chronological reading age.
- Plan using the end point as our starting point. In other words, we think about the skills and knowledge our pupils will need at GCSE and A level and start planning towards this.
- Planned interventions for pupils who are making insufficient progress or who are failing to meet the required standards.
- Provide interventions for pupils who are facing difficulties at home or are struggling with their behaviour.

### **High quality of teaching from all teachers is a central equality issue**

Given this area of concern we have to ensure a high quality of teaching and learning across every department/class and every member of staff. An academy which hopes to secure excellent outcomes for all is an academy which must ensure that every teacher is consistently teaching lessons of a high quality and every pupil can be sure of having an equal opportunity of achieving a good level or grade and make excellent progress. This is a real challenge but a very important one. In short, every pupil should expect to have the same chance of securing a good grade no matter who teaches them maths, English, science or indeed any subject they follow.

We do this through the following:

- Embedding co-planning within departments/year groups/classes, so that all teachers learn together and this can ensure consistent and high quality resources and activities.

- Embed a culture of learning from one another. Everyone observes everyone: Senior staff, middle leaders, main scale teachers and NQTs. This fosters a dialogue about teaching and learning amongst all staff and creates a desire to always get better.
- Training for staff is part of our weekly cycle and the focus is of course: teaching and learning.
- A mentoring programme for colleagues whose teaching is judged to require improvement.
- Analysis of attainments and progress across and within departments/year groups/phases (ETAL). Every department lead/class teacher has to analyse their progress and attainment data on a termly basis and plan to address any gaps or areas for development. This may of course mean providing more support for individual pupils and/or teachers.

### **Exemplary standards of behaviour are a central equality issue**

Whilst teaching and learning is our primary concern, we also have to ensure that behaviour is exemplary in all lessons in order that everyone's equal opportunity to learn and make progress is not hampered. No child can be allowed to behave in a way that prevents others from learning. Without this expectation being made clear and realised there can be no equality of opportunity for all to learn.

However, we are also keen to ensure that no group is discriminated through disproportionate and unfair sanctions or rewards. Therefore, there will need to be close analysis of rewards and sanction, including exclusion figures. As an academy we are determined that no groups or individual pupil is discriminated against or treated unfairly through harsh treatment or lack of reward.

Therefore, we have two challenges: maintain excellent standards of behaviour whilst supporting all children in making appropriate decisions about how to behave, whilst being scrupulously fair and just in dealing with all children. We are very successful in these aims but it requires a great deal of hard work and the answer is not simply to avoid punishing certain pupils because they come from certain groups. This would not be equal or fair. The answer is to put support mechanisms and systems in place to encourage good behaviours and prevent bad ones. This of course, is true for all pupils. Some of our strategies are as follows:

- A comprehensive duty system so pupils are supervised throughout the academy day.
- A zero tolerance sanction system which is cumulative, inevitable and swift but fair.
- A house system which encourages competition, participation, pride and belonging.
- A comprehensive rewards system which embed our core values, including that of civitas.
- A team of therapists who support our young people and help them to express and deal with their emotions and difficulties.
- An analysis of all sanctions and rewards data by individual pupil, discrete group, teacher, department, achievement level.

## 12 CONSULTATION AND ENGAGEMENT

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

### Record of consultation and engagement (See Table 7)

Date	Who we consulted	Summary	Action taken

Table 7 – Record of consultation and engagement

## 13 RECORD OF EQUALITY CONSIDERATIONS WHEN MAKING DECISIONS

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies (See Table 8). This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
<b>From our opening on 16.09.13</b>	Evaluation of teaching and learning (ETAL)	The academic progress of all discrete groups. Are there any groups who are making significantly less progress than others in particular subjects? What can be done across the Academy to address these issues?	Every department /year group/class teacher is required to analyse the progress data of all individual pupils and the progress made by different groups. Where there are different levels of progress between one group and another, heads of department /teachers/phase leaders are asked to give possible explanations for this and then write an action plan about how to tackle this and ensure that no group falls behind. This required data booklets to be published in order that the data was available and the analysis and planning was the focus for heads of department/phase leaders and teachers. Training about how to analyse all data was made part of line management. These ETALs are then shared across the academy in order that strategies to secure high levels of achievement for all are disseminated. The Primary Head has also used the departmental/phase ETALs to inform staff training and highlight any issues which need addressing.

Table 8 – Equality issue considerations on significant decisions or policy change

## 14 OUR EQUALITY OBJECTIVES

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The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

### 14.1 Equality objective: [EXAMPLES]

Ensure that high quality teaching secures good progress for all and that no particular group falls behind in terms of their average levels of progress in any given subject.

All pupils are targeted to make two or three sublevels progress across an academic year. This compares with the national average rate of progress which stands at 1.2 sublevels.

### 14.2 Progress we are making on this objective: [EXAMPLES]

The process of analysing progress data is now firmly embedded in the rhythm of the academy year. Staff have all been given training, as part of line management, in the forensic analysis of this data. Heads of department/phase leaders/teachers have to study the progress and attainment of individual pupils and discrete groups within their subject area. Where there are anomalies questions are asked and explanations considered. An action plan is then written to address any issues where a particular group might be making significantly less average levels of progress than other groups. All of these departmental/phase ETALs are shared across the academy to share thinking and good practice.

## 15 INFORMATION ABOUT OUR EMPLOYEES

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If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our academy workforce, as well as our employment practices and achievements.

### **Confidentiality**

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are ten or fewer respondents in any grouping.

As of September 2016 the academy employs 103 staff. Our staff are employed in the following main groups:

- a. Teaching staff.
- b. Administrative and other related posts.
- c. Support staff.
- d. Grounds, kitchen and cleaning staff.

## 16 EQUALITY IMPACT STATEMENT

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We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.