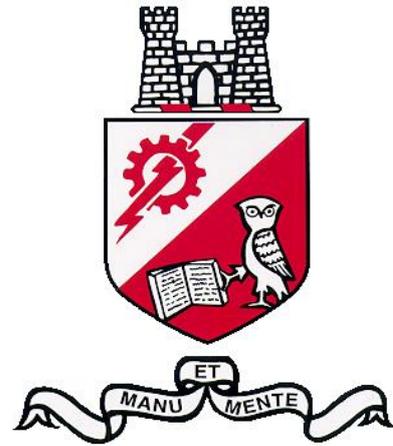


WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Equality Duty Policy

Policy reviewed March 2021
Review date March 2025

Signed

A handwritten signature in black ink, appearing to be 'A. Adams', is written over a light blue horizontal line.

Policy Statement and Principles

- To treat all individuals with equal value.
- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster positive attitudes and good relations between persons who share a relevant protected characteristic and persons who do not share it (i.e. tackle prejudice and promote understanding).
- To take such steps as are reasonable to remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic.
- To take such steps as are reasonable to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it.
- To provide a range of education and training programmes which encourage everyone to participate in learning.
- To ensure that recruitment, retention and development of staff is done so following the equality principles.
- To consider equality implications before and at the time that policies are developed as well as keeping them under review on a continual basis.
- To carry out equality impact assessments to assess whether policies and / or plans are having a negative or adverse, or positive impact on specific groups of individuals.
- To ensure that all marketing activities and procurement processes meet equality and diversity best practice.
- To respect the religious beliefs and practices of all individuals.

In both its delivery of services and the employment of its staff, the academy will ensure that no person will be discriminated against due to any of the protected characteristics as detailed in the Act. This includes discrimination due to association or perception (where it is believed that an individual has a particular characteristic). The characteristics protected by the act are:

- age (as an employer – but not applicable to students)
- disability
- ethnicity
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion or belief
- sex
- sexual orientation

In addition to this no employees will be discriminated against due to trade union membership or activities.

The Act makes it unlawful for the responsible body of an academy to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.

- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- excluding a pupil or subjecting them to any other detriment.

Roles and Responsibilities.

The academy will:

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.
- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Ensure staff promote an inclusive and collaborative ethos in the academy, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

The Governing Board will:

- Ensure that the academy complies with the appropriate equality legislation and regulations.
- Effectively communicate and adopt this policy throughout the academy
- Meet its obligations under the Public Sector Equality Duty (PSED) to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the academy's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the academy's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Monitor and evaluate the effectiveness of the equality policy annually.
- Monitor education outcomes, incidents of harassment and discrimination and referrals by a range of criteria including protected characteristics.

The Headteacher will:

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress meeting the equality objectives set out in this policy.

Employees will:

- Be mindful of any incidents of harassment or bullying in the academy.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the principal

- Identify and challenge bias and stereotyping within the curriculum and the academy's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to date with equality legislation and its application by attending the appropriate training.
- Promoting equality

In order to meet our objectives, the academy has identified the following priorities:

- The academy will provide auxiliary aids that are directly related to disabled pupil's educational needs as a reasonable adjustment, so they can integrate wholly in all parts of academy life.
- Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the academy will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- The academy will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- There will be differential schemes of work designed to meet the abilities and learning styles of all pupils.
- There will be a clearly defined disciplinary system stipulated in the Behavioural Policy, which will be consistently enforced.
- The academy will increase access for disabled children and young people to the academy curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling them to take as full a part as possible in the activities of the academy.
- The academy will ensure there is adequate access to the physical environment of the academy.
- The academy will improve the delivery of written information to disabled children and young people.
- The academy will seek the views of advisory staff, outside agencies and local academies.
- Throughout the year, the academy will plan ongoing events to raise awareness of equality and diversity.

The academy will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

Equality objectives will be published at least every four years commencing on the date of the last publication.

All forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. The academy has an Anti-Bullying Policy and a Behaviour Policy to cover the areas that are not within scope of the Equality Act.

Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

The academy is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system. The academy will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring. If incidents continue to occur, the academy will address them immediately and report them through the appropriate procedure.

Curriculum

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the academy will take every opportunity to promote and advance equality.

When teaching the curriculum, the academy will promote equality and will not subject individuals to discrimination.

The academy will develop an appropriate curriculum for all pupils in all vulnerable groups.

The academy will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

Employment Provisions

The academy is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis.

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

As an employer, the academy strives to ensure that discrimination and harassment is eliminated in our employment practice and we actively promote equality across all groups within our workforce.

The academy will not discriminate against a potential employee in respect of whether to offer a job or the terms on which a job is offered. With regards to existing employees, the academy will not discriminate against an individual in respect of the benefits, facilities and services it offers including training opportunities, promotion or dismissal (including discipline and suspension). All staff appointments and promotions are made on the basis of merit, ability and in compliance with the law.

The academy is under a duty to make reasonable adjustments in relation to disability for employees or potential employees and will ensure that staff with disabilities have access to appropriate support in the form of aids, adaptations and other specialist services and will make reasonable adjustments to arrangements or practices to alleviate disadvantage.

More information about our procedures relating to staff can be found in the following policies:

- Recruitment Policy
- Appraisal Policy
- Discipline, Conduct and Grievance Policy

Enquiries about health and disability

The academy will not enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work for the position that has been applied for.

In some instances the academy may decide to ask necessary health questions after a job offer has been made to an individual. In such a situation the academy will ensure that health-related questions are targeted, necessary and relevant to the job applied for.

Training

The academy will ensure that no member of staff is denied access to any form of training because of an inaccessible venue or because the provision does not account for their disability. Staff with disabilities will be actively encouraged to attend course which will support their career progression and personal development.

Staff discipline and suspension

The academy is committed to ensuring that all staff are treated fairly and consistently and this is held to account through our staff appraisal discipline, conduct, and grievance policies.

Staff performance will be monitored and we expect that staff will feel able to voice complaints and grievances in confidence, trusting that the academy will deal with their grievances fully, promptly, and fairly.

Collecting and using information

The academy will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The academy will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The academy will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training
- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities
- Appraisals
- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

If requested by Ormiston Academies Trust the academy will provide the statutory information required with regard to equality responsibilities, i.e. information about gender pay cap or the fair treatment in the application of pay policies.

Equality Objectives 2022-2023

The academy is committed to promoting the welfare and equality of all its staff, pupils and other members of the academy community. To achieve this, the academy has established the following objectives:

Aims/priorities	Actions to ensure equality	Desired position
<p>Attainment: Ensure that all pupils, particularly those with SEND, EAL or those who are disadvantaged are able to access literacy and numeracy across the curriculum in line with their peers.</p> <p>Ensure that there are no gaps in achievement from any particular group of pupils in the school.</p>	<ul style="list-style-type: none"> • Ensure those who need to catch up in terms of reading and numeracy are provided with specific interventions to close their gaps in learning • Ensure teachers are evenly distributed cross sets and classes • Ensure ability ranges are equally split across groups in KS3 • Ensure high quality implementation by staff of the curriculum across all subjects. • Staff to identify pupils with SEND and PP on seating plans and ensure they understand how to support each pupil in their learning. • Use displays effectively across the school to support those with EAL • Use specialist teacher support effectively to support those with EAL who require additional support • Ensure data tracking systems track against all groups of pupils so that intervention can be put in place and no group falls behind • 	<ul style="list-style-type: none"> • All pupils to have the necessary literacy and numeracy skills to access learning across the school and prepare them for the world of work. • All pupils to make progress at least in line, and preferably above their peers with similar starting points. • That the barriers to learning are removed for different groups of pupils so that they achieve well over time.
<p>Equality of access: Increase the extent to which pupils with a disability are able to access and participate in the curriculum.</p> <p>Ensure equal access to the curriculum for all groups of pupils.</p>	<ul style="list-style-type: none"> • Identify students with disabilities with reference to the legal requirements • Annual curriculum review of courses offered to students • Staff training for trips and visits for all students • Collection and collation of information regarding the attendance of groups of pupils on trips, visits and clubs • Subjects to consider what aspects of their curriculum certain groups would not have access to and plan to address these during KS3/4. • Tracking and identification of subject choices for all groups of pupils, particular focus on those groups underrepresented in the Ebacc. 	<ul style="list-style-type: none"> • There is an equal proportion of pupils from all groups in school taking the Ebacc suite of subjects. • All pupils have accessed the range of activities the school has to offer which has helped them develop their cultural capital. • All pupils have made outstanding progress in their learning as a result of the curriculum they have accessed.
<p>Behaviour support: Ensure that the education of no specific group is being disadvantaged by their behaviour or sanctions.</p>	<ul style="list-style-type: none"> • Effectively and regularly analyse data to identify patterns and trends for internal and external exclusions • Analyse behaviour data systematically to ensure individual pupils within certain groups are not receiving excessive logs, including homework, and when 	<ul style="list-style-type: none"> • Pupils behave well in school and are focussed on their learning, no matter what groups they are in. • Pupils who find it hard to behave well are supported to

	<p>they do processes are put in place to reduce them.</p> <ul style="list-style-type: none"> • AD to put in place group support where specific issues are arising, • MT to use seclusion time to mentor pupils 1:1 • Alternative provision to be used effectively where pupils are struggling with main stream education. 	<p>improve their behaviour and do so as a result.</p> <ul style="list-style-type: none"> • There is not a disproportionate amount of pupils from any group excluded regularly.
<p>Celebrating diversity: Ensure that the school curriculum celebrates the differences and similarities between us and supports pupils in being comfortable to be different.</p>	<ul style="list-style-type: none"> • Achieve the Equality Silver Mark, putting in place the necessary structures and processes in school to achieve this prestigious award. • Ensure the curriculum is rich to the extent that pupils develop an understanding of the religious, ethnic and socio-economic characteristics of its community and the global community. • Hold cultural week for all students to celebrate what is similar and different about our cultures and educate students on different cultures around the world. • Ensure leadership roles across the school are diverse in their make-up and that all pupils from all groups have equal access to these roles. Analyse the information from applications to ensure diversity. • Deliver a comprehensive programme within PSEC and citizenship covering diversity. • Analyse patterns of bullying and harassment to those with protected characteristics in school and put in place new monitoring system to address any issues that arise. 	<ul style="list-style-type: none"> • Pupils understand a variety of cultures and beliefs, are tolerant of each other and the difference among us and considerate of other people's needs. • Pupils feel safe and secure in school and are able to be different, and if any form of bullying is found it is dealt with swiftly and effectively so that it does not happen again.
<p>Inclusive curriculum: Ensure equal access to the curriculum for all groups of pupils.</p>	<ul style="list-style-type: none"> • Monitor the uptake of pupils from different groups for Ebacc subjects and ensure equality of provision. • Ensure no specific group of pupils are directed towards less academic subjects unless it is appropriate for their ability level based on prior attainment. • Offer a wide range of free clubs and activities so that those who cannot afford certain trips or outside clubs can access them. 	<ul style="list-style-type: none"> • All groups of pupils have equal access to the school's curriculum, both during and outside of lessons. • Pupils are provided to access to the wider curriculum even though they may not be able to afford to access it themselves. • Barriers to pupils personal and social development have been removed where possible to ensure the school

	<ul style="list-style-type: none"> • Track and check on groups of pupils accessing the extended curriculum, clubs and trips to ensure equity of opportunity. • Use funding where appropriate to support groups of pupils attending curriculum led activities. • Provide physical resources for pupils where appropriate to enable them to fully access the curriculum. • Every disadvantaged pupil to have a personal mentor to ensure the barriers to their learning are removed where possible. 	<p>develops well rounded young citizens.</p>
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