



Policy Number

Equality Policy

Adopted by the FGB

Signed: _____

Dated: 9th May 2013

Review Date: 9th May 2017

Ebor Academy Alliance Single Equality Policy

1: Vision and Values

Our equality vision and the values that underpin school life:

We aim to create an environment for learning which will encourage all children to achieve the highest standards through the provision of a broad, balanced and imaginative curriculum, high expectations, praise for a task well done and through committed, enthusiastic and effective teaching. We will work hard to help children to develop into confident, responsible and caring adults through clearly articulated parameters and in an atmosphere of tolerance and mutual respect. We will promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

To achieve this we will:

- 1 Respect the equal human rights of all our pupils and to educate them about equality.
- 2 Work to promote positive attitudes to disability by enabling all pupils involved in the school community to contribute to and gain full access to all activities.
- 3 Create an environment where respect and racial harmony mean that all pupils are able to reach their full potential.
- 4 Promote gender equality in all aspects of school life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- 5 Take account of difference (for example, disability, gender, race, religion, sexual orientation, social context, vulnerable child status) and help overcome any barriers to learning in order to promote achievement and fulfilment in all our pupils.
- 6 Respect the equal rights of our staff and other members of the community.
- 7 In particular we will comply with relevant legislation and frame and implement school policies and plans in relation to race and religious equality, disability equality, gender equality and community cohesion.

2: Legal Background

The duties that underpin our scheme

General duties:

Disability general duty – *Disability Discrimination Act 2005*

We have a statutory duty to carry out our functions with due regard to the need to:

- ☐ promote equality of opportunity
- ☐ eliminate unlawful discrimination
- ☐ eliminate disability-related harassment
- ☐ promote positive attitudes towards disabled people
- ☐ encourage disabled people's participation in public life
- ☐ take steps to take into account people's disabilities

Gender general duty – *Sex Discrimination Act as amended by the Equality Act 2006*

We have a statutory duty to promote gender equality with due regard to the need to:

- ☐ eliminate unlawful sex discrimination; and
- ☐ promote equality of opportunity and good relations between women and men, girls and boys

Race general duty – *Race Relations Amendment Act 2000*

We have a statutory duty to promote race equality with due regard to the need to:

- ☐ eliminate unlawful discrimination
- ☐ promote equality of opportunity; and
- ☐ promote good relations between people of different racial groups

Community cohesion duty – *Education and Inspections Act 2006*

In addition to addressing the duties outlined above, our school is committed to taking action on other equality strands (e.g. religion and belief, 'vulnerable' children) and we will also work hard to meet the duty to promote community cohesion. We will increase our focus on helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action. We are committed to following DfES guidance in providing:

- ☐ teaching and curriculum provision that supports high standards of attainment, promotes common

values, and builds pupils' understanding of the diversity that surrounds them

- ☐ lessons across the curriculum that promote common values and help pupils to value differences

and challenge prejudice and stereotyping

- ☐ a programme of curriculum-based activities whereby pupils' understanding of community and

diversity is enriched through fieldwork, visits and meetings with members of different communities

- ☐ support for pupils for whom English is an additional language to enable them to achieve at the highest possible level in English

3: Equality Strands

Race and Religious Equality

At Ebor Academy Alliance we are conscious that our school is situated in an area with low numbers of multi ethnic families. We therefore strive to offer a culturally diverse curriculum that prepares children for life in a diverse society. This is achieved through themed curriculum weeks as well as through the delivery of the Local Authority agreed syllabus for Religious Education. Our curriculum includes content which provides learning about different faiths.

Gender Equality

- . The school carries out regular assessment processes to check there are no gender differences in achievement. Where there are significant differences in year group cohorts in terms of gender then changes are applied to the curriculum to meet needs. There are a good range of clubs, workshops and initiatives which challenge gender stereotypes and ensures the true fulfilment of potential. The school takes action with homophobic incidents in line with racist or bullying incidents.

Disability Equality

Ebor Academy Alliance is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Ebor Academy Alliance School aims to include all students, including those with disabilities, in the full life of the school. Our strategies to do this include:

- having high expectations of all people involved in the school community
- finding ways in which all students can take part in the full curriculum
- planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities in all subject areas
- planning the physical environment of the school to cater for the needs of all people involved in the school community
- raising awareness of disability amongst school staff (teaching and non-teaching) and students
- by providing written information for all involved in the school community in a form which is user friendly
- eliminate harassment related to a disability for all persons involved in the school community

Age Equality

Ebor Academy Alliance recognise the valuable contribution that is made by all employees of all ages to the service. We will ensure that all employees, regardless of age, will have equal access to selection for recruitment, training, career progression and retention opportunities.

4: **Information, Performance and Evidence**

- a. **Pupil Achievement:** Ebor Academy Alliance analyse data during school year for students of different groups. These include gender groups, vulnerable groups (FMS, Service, Ethnicity), and those identified on SEN and Medical Registers. The progress and achievement of these groups is monitored by class teachers and teaching assistants.
- b. **Learning Opportunities:** Targets are set for pupils with learning difficulties and are included on SEN pupils' Individual education plans. The school has developed a close working partnership with parents of these targeted children through the Achievement For All, Parent conversation meetings.
- c. **Admissions, Transitions, Exclusions:** Ebor Academy Alliance meets with early years provider groups and Huntington Secondary School and have well developed systems for children's transitions.

- d. **Social Relationships:** Ebor Academy Alliance has targeted the importance of providing more opportunities for children to be aware of equality issues through assemblies and cross curricular PSHCE links. A Pupil Well Being Team is led by a senior member of the teaching team who holds a TLR point. The ECM team plans and delivers the HMB (Healthy Minds and Bodies) curriculum.
- e. **Employing, promoting and training staff:** Ebor Academy Alliance would always look favourably on applications regardless of race, religion, disability, gender or sexual orientation.

5: Reviewing/Monitoring

Ebor Academy Alliance will formally evaluate the success of our Single Equality Scheme every year as part of the annual School Improvement Training Day. Where appropriate an action plan will be produced, responding to the issues identified.

Senior Member of Staff Responsible:	Headteacher
Designated Members of Staff:	Deputy Headteacher (KS1) Deputy Headteacher (KS2)
Governor Responsible:	Chair of Governors