



EBOR ACADEMY TRUST

Policy Number

10

**Statutory
Single Equality Policy**

Signed: _____

Rob B...

Dated:

April 2016

Review Date:

April 2019

Review Period:

Every 3 years

Ebor Academy Trust Statutory Equality Policy

1: Vision and Values

Our equality vision and the values that underpin academy 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 students/pupils within the academy and in society, and prepare students/pupils for the opportunities, responsibilities and experiences of later life.

To achieve this we will:

- a. Respect the equal human rights of all our students/pupils and to educate them about equality.
- b. Work to promote positive attitudes to disability by enabling all students/pupils involved in the academy community to contribute to and gain full access to all activities.
- c. Create an environment where respect and racial harmony mean that all students/pupils are able to reach their full potential.
- d. Promote gender equality in all aspects of academy life by challenging stereotypes, achievement gaps and self-limiting aspirations.
- e. 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 students/pupils.
- f. Respect the equal rights of our staff and other members of the community.
- g. In particular we will comply with relevant legislation and frame and implement academy 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 individuals with disabilities
- encourage individuals with disabilities' 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 academy 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 DfE guidance in providing:

- teaching and curriculum provision that supports high standards of attainment, promotes common values, and builds students/pupils understanding of the diversity that surrounds them
- lessons across the curriculum that promote common values and help students/pupils to value differences and challenge prejudice and stereotyping
- a programme of curriculum-based activities whereby students/pupils' understanding of community and diversity is enriched through fieldwork, visits and meetings with members of different communities
- support for students/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

We 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 academy 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 academy takes action with homophobic incidents in line with racist or bullying incidents.

Disability Equality

Ebor Academy Trust is committed to ensuring equal treatment of all its employees, students/pupils and any others involved in the academy community, with any form of disability and will ensure that individuals with disabilities are not treated less favourably in any procedures, practices and service delivery.

Ebor Academy Trust aims to include all students/pupils in the full life of the academy. Our strategies to do this include:

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

- by providing written information for all involved in the academy community in a form which is user friendly
- eliminate harassment related to a disability for all persons involved in the academy community

Age Equality

Ebor Academy Trust 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

- Pupil Achievement:** Ebor Academy Trust analyse data during the academy year for students/pupils 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.
- Learning Opportunities:** Targets are set for students/pupils with learning difficulties and are included on SEN students/pupils Individual education plans. The academy has developed a close working partnership with parents of these targeted children through the Achievement For All programme and Parent conversation meetings.
- Admissions, Transitions, Exclusions:** Ebor Academy Trust meets with early years provider groups and Secondary Schools and have well developed systems for children's transitions.
- Social Relationships:** Ebor Academy Trust 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.
- Employing, promoting and training staff:** Ebor Academy Trust would always look favourably on applications regardless of race, religion, disability, gender or sexual orientation.

5: Reviewing/Monitoring

Ebor Academy Trust 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: HR Manager Ebor/Headteacher/Head of School

Director Responsible: Chair of Directors/Governors

Please Note: Directors of the Ebor Academy Trust have overall responsibility for this policy, however where applicable responsibility is delegated to the individual schools Directors or Governors.