



Equality Policy

Date reviewed	12 th December 2019
Frequency	Annually
Next review date	October 2020
Reviewed by	Academic Standards, Safeguarding, SEN and Educational Trips Committee

Signed: 
Chair of Governors

Dated: 12th December 2019

Signed: 
Principal

Dated: 12th December 2019

Rationale

Goldington Academy is committed to the promotion of well-being and achievement for all its pupils and staff; ensuring the equality of all people in our community is of great importance to our school. We endeavour to promote positive relationships by enhancing the culture of inclusion and celebrating the diversity of all stakeholders in the academy and wider community.

At Goldington Academy, a broad, balanced and challenging curriculum provides equal opportunity for all pupils to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We are committed to the development of the whole person within a supportive, secure and creative environment.

Goldington Academy aims to promote equality and tackle discrimination in all its forms by actively promoting harmonious relations in all areas of Academy life. We actively work to remove any barriers to access, participation, progression, attainment and achievement and take seriously our contribution towards community cohesion.

Legal Frameworks and guidance

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Disability Equality Duty 2005
- Equality Act 2010 (amended)
- Education and Inspections Act 2006
- Equality Act 2010 – Advice for Academies, DFE-00296-2013
- Keeping Children Safe in Education 2019

Policy Aims

- To make clear Goldington Academy's procedures with regard to consultation for this policy.
- To ensure admission and exclusion practices comply with the Academy's legal obligations under the Equality Act.
- To make clear how Goldington Academy ensures equality through Teaching and Learning practices.
- To ensure equal opportunities for staff and to ensure the Academy fulfills its employer duties with regard to equality for all.
- To make clear the legal duties of the Academy with regard to ensuring equality for all stakeholders.
- To clarify roles and responsibilities for all stakeholders in ensuring equality across the Academy.
- To make clear to all stakeholders how the Academy will respond to instances and acts of discrimination.
- To identify strategies and procedures that Academy will employ to ensure equality across all areas of the Academy.

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, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaire, parents' evening, parent-school forum meetings;
- Input from staff through staff meetings / INSET;
- Feedback from the school council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Feedback from students during pupil interviews carried out by Middle and Senior Leaders.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback from Governing body meetings.

Mainstreaming equality into policy and practice

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

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 academy's Behaviour Policy. The Academy will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with. Goldington Academy will endeavor to use the Borough's EHA strategy to avoid all types of exclusion and will always take advice from Inclusion Support as necessary.

Teaching and Learning

At Goldington Academy, we strive to ensure that all our pupils have the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we are committed to:

- Using timely and relevant contextual data to identify individuals and groups of pupils who may need extra support;

- Monitoring and reviewing the impact of targeted support for individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the Academy, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils 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;

Equal Opportunities for Staff

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

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.

Equality and the law

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

The action plan at the end of this Equality Plan outlines the actions Goldington Academy will take to meet the general duties detailed below.

Race Equality

This section of the plan reflects the general and specific duties of Academies 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 pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the Academy's Special Educational Needs Policy.

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 Academies, 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.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on Academies to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils 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 three years.

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 Academies this means admissions, benefits and services for pupils and treatment of pupils.

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 Academies to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

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 Academy is fully inclusive to pupils, 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 Academy on grounds of race, gender or disability.

The governors take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make Academy communications as inclusive as possible for parents, carers and pupils.

The governors welcome all applications to join the Academy, whatever a child's socio-economic background, race, gender or disability.

The governing body ensures that no child is discriminated against whilst in our Academy on account of their race, sex or disability.

The role of the Academy Principal and staff responsible for equalities

It is the Academy Principal's role to implement the Academy's Equality Plan and s/he is supported by the governing body in doing so.

It is the Academy Principal's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.

The Academy Principal 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 Academy Principal 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 Academy life.

The Academy Principal 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 pupils are treated fairly, equally and with respect, and will maintain awareness of the Academy'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 Academy Principal and appropriate members of SLT.

Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the Academy 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 pupil'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 the Academy Principal where necessary. All incidents are reported to the appropriate member of SLT and the Academy Principal 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’.

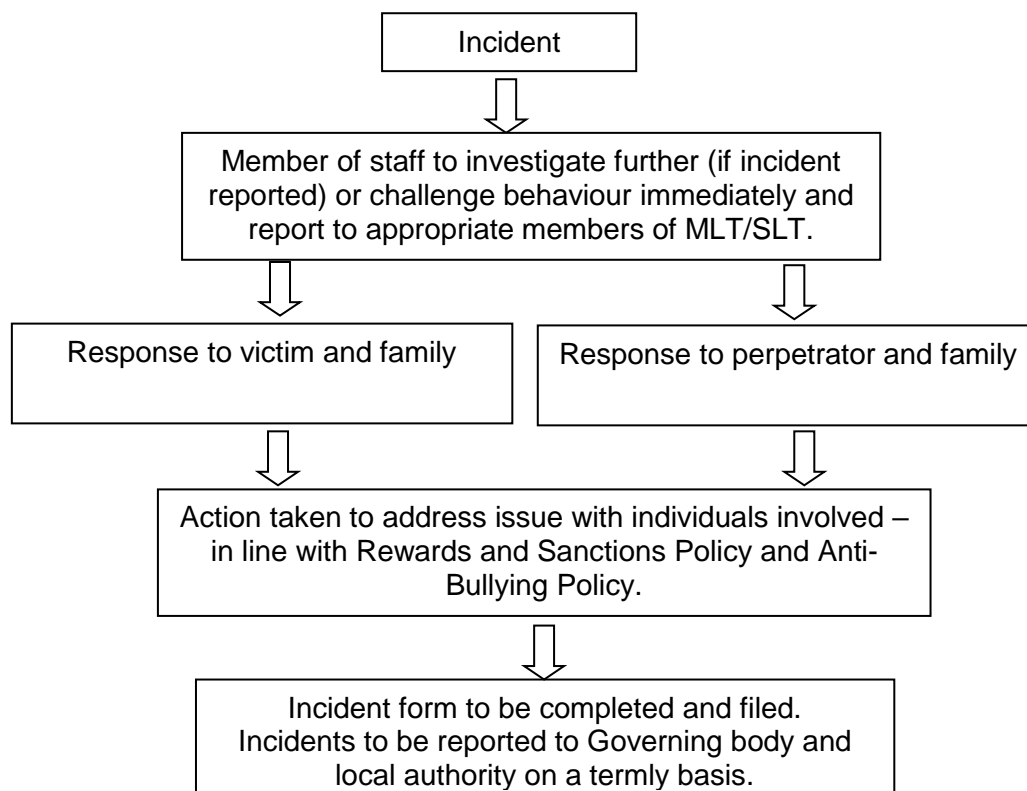
Types of discriminatory incident

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

Goldington Academy makes it clear to pupils, parents and staff how they should report any incident of discrimination, this is reinforced through the Home/School Agreement, assemblies and the wider curriculum. All staff, teaching and non-teaching, view dealing with incidents as vital to the well-being of the whole school.



Review of progress and impact

The Plan has been agreed by our Governing Body. We have a rolling program 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 pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

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.

Links with other school policies and practices

Our Equality Policy links with the following school policies and practices:

- Attendance Policy
- Child Protection and Safeguarding Policy
- Looked After Child Policy
- Rewards and Sanctions policy
- PHSE and Citizenship Policy
- School Improvement Plan
- Sex and Relationships Policy
- Anti – Bullying Policy

Equality 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
All	Publish and promote the Equality Plan through the school website, newsletter and staff meetings.	Question about parent awareness of Equality Scheme in annual survey?	Principal / WA/SR	January 2020	Staff are familiar with the principles of the Equality Plan Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement, behaviour and attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement, behaviour and attendance data analysed by race, gender and disability	Principal / Governing body/SLT/Curriculum Leaders	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts, boosters and tuition for under-achieving pupils.	Achievement data of under-achievers analysed.	Principal/SLT/Curriculum Leaders/HOY	Ongoing	Narrowing the gap of under achievers.
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	SLT	Ongoing	More diversity reflected in school displays
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by	A wide range of students visibly contribute to the wider life of the school.	Various members of staff.	Ongoing	Continued diversity in the students involved

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
	election or co-option, class assemblies, fund raising, extra curricular opportunities, Buddies, Anti-Bullying ambassadors, peers support, various musical groups, sports teams etc.				with the wider life of the school.
All	Ensure assemblies promote diversity in terms of race, gender and ethnicity e.g. Black History Month. Promote key cultural events at different points in the year through assemblies e.g. Diwali, Eid etc.	Collective worship overview reflects key events/points in the year to be reinforced through assemblies.	WA/SR/HOY	Ongoing	Assemblies visually promote diversity in terms of race, gender and ethnicity.
All	Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population in terms of race, gender, disability and socio-economic status.	Leads on extended school activities to ensure that these opportunities are offered to a range of students.	Leads on extended school activities.	Ongoing	Extended school activities continue to be attended by a diverse range of students.
All	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.	Students take part in the French pen pal activity and meet their pen pals. Students take part in inter school competitions in sport. Students from lower schools take part in activities led by GA students e.g. in Sport, Science, Cooking etc.	Curriculum Leaders/Sports Leaders.	Ongoing	Students continue to interact with other students in a range of contexts.
Race Equality Duty	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 Headteacher / Governing body will use the data to assess the impact of the school's response to	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
		incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?			Consistent nil reporting is challenged by the Governing Body
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, including offering dance and girl's rugby and football, to make participation rates more reflective of the school population.	Increased participation of girls in sports clubs and out of school sport activities	Member of staff leading on games/ PE/SL + KS	Ongoing	More girls take up after-school sports clubs
Gender Equality Duty	Encourage boys to participate in sports outside curriculum requirements, including offering dance and the gym and dance display.	Increased participation of boys in sports clubs and out of school sport activities	Member of staff leading on games/ PE/member of staff leading on dance and drama.	Ongoing	Boys continue to participate in after school clubs like Dance and the Gym and Dance display
Disability Equality Duty	Ensure all students with disabilities are able to fully access the curriculum.	Monitoring of progress of any students with disabilities by SLT/Curriculum Leaders	SLT	Ongoing	Disabled students continue to make excellent academic progress across the curriculum.
Disability Equality Duty	Ensure all students with disabilities/medical conditions have the opportunity to take part in extracurricular activities e.g. the school play, school trips etc.	Continued participation by disabled students in extra curricular activities and the wider life of the school	SLT/Club leads/Trip Leads/HOY	Ongoing	Disabled students continue to be able to access school trips, clubs etc.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes ?	Early success indicators
Disability Equality Duty	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).	Feedback from parents/carers.	All staff/SENCO	Ongoing	N/A
Community cohesion	Celebrate cultural events throughout the year in assemblies and collective worship to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments/Assembly and Collective Worship overview	Member of staff leading on PSHE/HOY	Ongoing	Increased awareness of different communities shown in PSHE assessments