



# Equality Policy

## Ernest Bevin Academy

The best in everyone™  
Part of United Learning

### Strategic Aims

#### This policy aims to:

- Provide a statement on equality at Ernest Bevin Academy
- Explain how the school is complying with the Public Sector Equality Duty  
Provide guidance to staff, families and outside visitors about our approach to promoting equality

**Responsibility:** Vice Principal

**Date Approved:** Spring 2022

**Approved by:** Local Governing Board

**Review Date:** Autumn 2023

**Monitored by:** Principal

**Links to other Policies:**

School Improvement Plan

SEND policy

Behaviour for Learning policy

### Purpose of the policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty.

The specific duties of a school are to:

- Make available equality information which demonstrates compliance with the duty.
- Prepare and publish one or more specific and measurable equality objectives which the school will pursue over the coming years. In the General Duty set out the by Public Sector Equality Duty (PSED) a school must have due regard for the need to:
  - eliminate unlawful discrimination, harassment and victimisation
  - advance equality of opportunity
  - foster good relations through tackling prejudice and promoting understanding.

by recognising the following protected characteristics:

- Disability

- Pregnancy and maternity
- Ethnicity
- Religion or belief – this includes lack of belief
- Gender
- Sexual orientation
- Age (relating to employment and to the provision of goods and services)
- Marriage or civil partnership (but only in respect of eliminating unlawful discrimination)
- Gender reassignment

The Equality Act came into force on 1st October 2010 and brings together all the legal requirements on equality. The Act therefore replaces and incorporates for example, The Sex Discrimination Act (1975), The Race Relations Act (1976) and The Disability Discrimination Act (1995).

The Act makes it unlawful for a school to discriminate, harass or victimise a student or potential student as follows:

Discrimination:

- Direct discrimination, treating a person unfavourably because of any protected characteristics including a) because a person is perceived to have a particular characteristic; b) because a person has been associated with someone who does have that characteristic.
  - Indirect discrimination, where a “one-size-fits-all” rule is applied too generally and puts particular groups at a significant disadvantage.
- Discrimination arising from disability.
- Failure to make reasonable adjustments in relation to disability.

Harassment:

- Related to a protected characteristic (disability, race, gender, maternity or pregnancy).

Harassment within the Act is defined as unwanted conduct related to a protected characteristic which intends to create an intimidating, hostile, degrading, humiliating or offensive environment.

Victimisation:

- When a person is put at a disadvantage because of a previous complaint made in good faith. A previous complaint could, in the case of a student, be related to something done by their parent or sibling in relation to the Act or a person could have given evidence or information relating to someone else’s complaint.

## **Ernest Bevin Academy commitment**

Ernest Bevin Academy is committed to equality both as a service provider and an employer:

- We strive to ensure that everyone is treated fairly and with respect.
- We aim to create a safe, secure and stimulating environment in our school.
- We recognise that equality does not mean treating everyone exactly the same; to this end we work to make adaptations and offer support, where reasonable, to facilitate students and staff fulfilling their potential.
- We aim to consult representatives of different groups when making decisions.
- We aim to ensure that no-one experiences harassment, less favourable treatment or discrimination due to any of the protected characteristics.

We welcome our general duty under the Equality Act 2010 which is reflected in our daily work and our specific duties to publish information about our school population and our objectives which show how we plan to tackle particular inequalities.

Linked to this is our duty under the 2006 Education and Inspections Act to promote community cohesion. We recognise the focus taken by OFSTED upon narrowing gaps in attainment by the following groups:

- Students from certain ethnic or cultural backgrounds.
- Students from low-income households and eligible for free school meals.
- Students who are disabled.
- Students with special educational needs.

## **What we are doing to foster good relations**

We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our students.

We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and across the curriculum.

We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

We promote a whole school ethos that challenges prejudice based discriminatory language, attitudes and behaviour.

We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.

We include the contribution of different cultures to world history and that promote positive images of people from a diverse range of cultures.

We provide opportunities for students to listen to a range of opinions and empathise with different experiences.

We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events, e.g. Black Lives Matter and Anti-bullying week.

### **Roles and Responsibilities**

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

#### Governing Body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.

Governors annually review the Equality Policy and evaluate the success of the school's Equalities work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)

#### Principal and Senior Leadership Team

The Principal and Senior Leadership Team are responsible for:

- Ensuring that the school advances equality of opportunity, eliminates discrimination and fosters good relations in the focus areas.
- Promoting key messages to staff, students and parents.
- Making sure procedures are followed.
- Ensuring all staff are aware of their responsibilities and receive appropriate training and support to carry them out.
- Taking appropriate action in any cases of discrimination, harassment or victimisation.

#### All Staff

All teaching and support staff are responsible for:

- Promoting an inclusive and collaborative ethos in their classroom.
- Reporting and dealing with any prejudice or bullying that may occur according to school guidelines is captured within the safeguarding termly audit.
- Identifying and challenging bias and stereotyping in the curriculum.
- Plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.

- Maintain the highest expectations of success for all students.
- Support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Ensuring they attend training and development in this area as needed.

### **Monitoring and Evaluation**

We review the equalities policy every year and the objectives every 3 years and make adjustments as appropriate.

## **APPENDIX 1**

### **Equality Objectives 2020-2023**

## **APPENDIX 2**

### **Review of previous objectives**

## APPENDIX 1 - Equality Objectives 2020-2023

Objective	Actions and success criteria	Responsibility	Link to CIP	Review with date
<p>To ensure that equality and diversity are promoted throughout the school.</p>	<p>To ensure British Values including tolerance and respect are taught across the curriculum.</p>	<p>BH</p>	<p>CIP - Objective C</p>	<p>Review summer 2022                      British values are incorporated into all PSHE lessons and PowerPoints, students can name the British values (student voice) BH.                      Diversity Day is in the calendar to celebrate cultures. Day planned to move each year to focus on different areas (i.e. Black History Month, LGBT History month, International Women’s Day) JK.                      Prefects selected, a diverse group of student role models JK.</p>
	<p>Raise awareness of BLM and its significance (through assemblies and tutor time)</p>	<p>JKJ</p>	<p>CIP - Objective D</p>	
	<p>Provide high profile, positive, diverse role models for students. Identify, and address, areas for development towards becoming a truly diverse and inclusive school.</p>	<p>DoL/HoY</p>	<p>CIP - Objective D</p>	
	<p>Ensure curriculum resources and programmes of study are diverse and inclusive.</p>	<p>TK</p>	<p>CIP - Objective B/D</p>	
	<p>Promote a cultural shift towards awareness, tolerance and celebration of diversity.</p>	<p>DoL/HoY</p>	<p>CIP - Objective D</p>	
<p>Address and reduce attitudes of casual prejudice and unconscious bias.</p>	<p>DoL/HoY</p>	<p>CIP - Objective D</p>		

<p>To enable all students including those in groups with protected characteristics, to make a positive contribution to school life.</p>	<p>Identify students who do not participate regularly in curricular or extra-curricular activities and work with their parents to improve participation. This will include participation in school trips residential experiences and after school clubs.</p>	TK	CIP - Objective D	<p>Review summer 2022 Lead Learners involved in learning feedback BH. Student Council discusses such issues and offer changes to the School. DoLs Year 11 prefects contribute to school life. MJH Principal's breakfast for students to contribute to school life TD. Student voice conducted in department areas and will continue. CLs Safe space ran by JK for student voice on equalities issues, particularly, gender, sexuality and ethnic origin. JK</p>
	<p>Analyse school attendance data and school behaviour data to identify students or groups of students where interventions will support their involvement in school life.</p>	DS	CIP - Objective A and KPI	
	<p>Ensure that all attendance and behaviour data (including exclusions data) is reported regularly to Governors, including data relating to student within groups with protected characteristics</p>	DS	Governor agenda/minutes	
	<p>To report to parents, via the school newsletter and website, all activities that take place giving students' positive experiences, especially where these relate to equality and diversity.</p>	TD	CIP - Objective E	
	<p>Increase the ways in which student voice is heard around equalities issues, particularly, gender, sexuality and ethnic origin.</p>	DoLs/JKJ	CIP - Objective C/D	
	<p>Increase the number of students who have the leadership opportunities within the student body, regardless of ethnicity, special educational needs, gender, or sexuality.</p>	DoLs/JKJ	CIP - Objective B/D	

<p>To promote mental health and well-being so that all members of the school community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.</p>	<p>Design a broad and balanced PSHE curriculum which will focus and support the students' well-being and give them the relevant skills to stay safe and happy in school and in their wider lives, regardless of their ethnicity, gender, sexuality, religion and special educational needs and disability.</p>	BH	CIP - Objective C	<p>Review summer 2022 Safe Space introduced for KS3 students. JK Balanced PSHE curriculum, updated each term with input from HOY with emerging year group and key stage issues BH. 1:1 counselling service for students WT. Group mentoring by peers e.g., Year 7 and 10 mentors ran by BH. School mentor recruited.</p>
	<p>Ensure that all students across the school have equal access to group and 1:1 counselling services provided as part of the school offer.</p>	TK/CS	CIP - Objective D	
	<p>Monitor referrals to counselling and other services to do with supporting well-being through our Inclusion Panel.</p>	TK	CIP - Objective D	
	<p>Analyse referral data to internal and external services to ensure that any specific issues related to a group with protected characteristics are picked up and acted upon.</p>	TK	CIP - Objective D	
	<p>Where required, specific groups – both with protected characteristics and without – will receive interventions designed to promote their health and well-being as a group.</p>	TK/CS	CIP - Objective D	



<p>To improve outcomes for all students including those with protected characteristics so that they make progress at least in line with expectations based on their prior attainment and ability. In particular take positive steps to narrow gaps in relation to ethnicity, SEND, EAL background.</p>	<p>Analyse the progress of all students regularly, looking at the progress of groups with protected characteristics and other groups, which are not protected, for example, FSM (Ever 6)</p>	DS	CIP - KPIs	<p>Review summer 2022 Progress of groups data analysed with DS and Curriculum Leaders after GCSE and A level results to identify groups of students needing support. DS Year 11 intervention for target groups ran throughout the year. DS/MJH</p>
	<p>Report the progress of all students, including those with protected characteristics, and implement timely interventions where required. If the progress of a particular protected group is a cause for concern work will be done with this cohort as a group.</p>	DS	CIP - KPIs	
	<p>Carry out regular quality assurance checks through the school's monitoring, evaluation and review processes, ensuring that all colleagues who are a part of this process give due regard to those groups with protected characteristics.</p>	NP	CIP - Objective B	
	<p>Where applicable use external examination results and internal data analysis to set up interventions to improve outcomes, reviewing outcomes for any groups for whom intervention has occurred, whether they are protected or not</p>	DS	CIP - KPIs	

## APPENDIX 2 - Previous equality objectives

Date	Policy or decision	Equality issues considered	Action taken
November 2016	Interpretation of staff leave provision	Religious observance days.	Staff allowed paid leave for religious observance, more generous provision than LA guidance.
July 2020	Changes in provision of Friday prayers	To allow regular religious observance whilst maintaining safeguarding students.	Prayers organised on site, following consultation with students and families.
July 2020	Change to the way the pastoral system is organised – introducing a system of mixed ability tutor groups	This was in part a response to student voice when we investigated the lower rates of attendance for SEND students – who described negative social groupings which went right through the school day.	Mixed ability tutor groups – currently in year 7 and being phased in.