



# Jubilee Park Academy Equality Information and Objectives Policy

Signed: \_\_\_\_\_ Executive Headteacher \_\_\_\_\_ Date

Signed: \_\_\_\_\_ Chair of Governors \_\_\_\_\_ Date

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## **Statement of intent**

Jubilee Park Academy recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, gender, disability, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

## 1. Legislative framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Equality Act 2010 (Specific Duties) Regulations 2011

1.2. The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

1.3. Jubilee Park Academy fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

1.4. A protected characteristic, under the Act, is as follows:

- Age
- Disability
- Race, colour, nationality, ethnic or national origin
- Sex (including transgender people)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership (for employees)

1.5. The Act makes it unlawful for the responsible body of a school 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.
- By excluding a pupil or subjecting them to any other detriment.

## **2. Principles and aims**

- 2.1. We see all learners and potential learners, and their parents and carers, as of equal value, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- 2.2. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantages, which people may face in relation to their race, gender, disability, religion/belief, sexual orientation or age.
- 2.3. Jubilee Park Academy will promote race equality and have due regard to eliminate unlawful racial discrimination, promote equality of opportunity and promote good relations between people of different racial groups.
- 2.4. Jubilee Park Academy will promote disability equality throughout the school, ensuring the equality of opportunity, eliminating unlawful discrimination, eliminating disability related harassment and encouraging participation by disabled people in public life.
- 2.5. Jubilee Park Academy will promote gender equality by eliminating unlawful discrimination and harassment, and promote the equality of opportunity between men and women, girls and boys.
- 2.6. Transgender people are explicitly covered by the gender equality duty. For the purposes of this policy, the term 'transgender' refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. This school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within the social community.
- 2.7. Jubilee Park Academy is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice related discrimination may fare less well in the education system.
- 2.8. Jubilee Park Academy will ensure that all staff comply with the appropriate equality legislation and regulations.
- 2.9. The Jubilee Park Academy's Admissions Policy will not discriminate in any way.
- 2.10. The school will:
  - Ensure staff are aware of their responsibilities, are 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, and 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 their race, gender, disability, religion/belief, sexual orientation or age, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of their race, gender, disability, religion/belief, sexual orientation or age.
- Ensure staff promote an inclusive and collaborative ethos in the school, 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 equalities.

### **3. Objectives**

3.1. Whilst continuously aiming to improve the implementation of equality related policies and procedures, Jubilee Park Academy has established the following objectives:

- To monitor changes to the curriculum to ensure they result in good outcomes for pupils in all vulnerable groups, and to review the curriculum in light of new performance measures.
- To offer appropriate qualifications in English for pupils in all vulnerable groups.
- To implement effective strategies to support pupils in all vulnerable groups following linear exam courses.
- To improve the quality of support for pupils in all vulnerable groups in the classroom.
- To continue to explore the use of new technologies to support pupils in all vulnerable groups in accessing their learning. With special investigation taking place regarding the use of technology in modern foreign languages, internal exams and group work.

## 4. Roles and responsibilities

### 4.1. The governing board will:

- Ensure that the Jubilee Park Academy complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that Jubilee Park Academy's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that the Jubilee Park 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.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

### 4.2. The Executive Headteacher will:

- Implement the policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their HR induction and continuous professional development.
- Ensure that all parents, visitors and contractors are aware of and are in compliance 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 of implementing the provisions of this policy.

### 4.3. Employees will:

- Be mindful of any incidence of harassment or bullying in the school.
- Address any minor issues of harassment or bullying in the school and report any major breaches of the policy to the Executive Headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.

- Monitor students' 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.

#### 4.4. Students will:

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to the class teacher or to another member of the school staff.
- Abide by all the school's equality and diversity policies, procedures and codes.

4.5. Jubilee Park Academy will have an equality page on its website, in order to demonstrate how it is complying with the Public Sector Equality Duty in the Equality Act 2010, and advancing equality of opportunity.

## 5. Gender reassignment

- 5.1. The Act ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics mentioned previously, including gender reassignment.
- 5.2. A person has the protected characteristic of gender reassignment if that person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.
- 5.3. All members of staff and pupils have a right to privacy, which includes the right to keep one's transgender status confidential. School staff should not disclose information that may reveal a child or other staff member's transgender status.
- 5.4. The school will appoint a staff member in whom any transgender child can confide and who can deal with any issues that may arise, for instance bullying or harassment.
- 5.5. A glossary of terminology related to the transgender field can be found on the [Gender Identity Research and Education Society](#) website.

## 6. Uniform/dress policy

- 6.1. The Act does not deal specifically with school uniform or other aspects of appearance, such as hair colour and style, and the wearing of jewellery and make-up, but the general requirement not to discriminate in the treatment of pupils applies here in relation to other aspects of the school policy.

- 6.2. Jubilee Park Academy will ensure that blanket uniform policies do not discriminate because of race, gender, disability, religion/belief, sexual orientation or age.
- 6.3. Jubilee Park Academy will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important school policies, such as school safety or discipline.

## **7. Curriculum**

- 7.1. All pupils will be entitled to access to a 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 school will take every opportunity to promote and advance equality.
- 7.2. The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

## **8. Promoting equality**

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

- 8.1. Jubilee Park Academy will provide auxiliary aids that are directly related to disabled children's educational needs, as a reasonable adjustment so they can integrate wholly in all parts of school life.
- 8.2. Staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- 8.3. Jubilee Park Academy will ensure that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly.
- 8.4. There will be differentiated schemes of work designed to meet the abilities and learning styles of all pupils.
- 8.5. There will be a clearly defined disciplinary system, which will be consistently enforced.
- 8.6. The school will increase access for disabled children and young people to the school curriculum and will take necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in the activities of the school.
- 8.7. The school will ensure there is adequate access to the physical environment of the school.
- 8.8. The school will improve the delivery of written information to disabled children and young people.

- 8.9. The school will seek the views of advisory staff, outside agencies and local schools.
- 8.10. Throughout the year, the school will plan on-going events to raise awareness of equality and diversity.
- 8.11. The school will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- 8.12. Bullying and prejudice will be carefully monitored and dealt with accordingly. 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.

## **9. Addressing prejudice related incidents**

- 9.1. Jubilee Park Academy is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice related discrimination may fair less well in the education system.
- 9.2. The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.
- 9.3. If incidents still occur, the school will address them immediately and report them to the LA.

## **10. Appeal process**

- 10.1. Staff members retain the right to appeal against a decision on the acceptability of their appearance using Jubilee Park Academy's grievance procedure.

## **11. Monitoring and review**

- 11.1. Jubilee Park Academy will review this policy annually via the Executive Headteacher, to ensure that all procedures are up-to-date.
- 11.2. The policy will be monitored and evaluated by the Executive Headteacher and governing board in the following ways:
  - Individual attainment data
  - Equal opportunities recruitment data
  - Equality impact assessments
  - Ofsted inspection judgements on equality and diversity
  - Incident records related to harassment and bullying
- 11.3. Any changes made to this policy will be communicated to all members of staff.

## Action Plan:

Action	How will the impact of the action be monitored?	Who	What are the timeframes?	Early success indicators
Collect, monitor and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement; <i>- September annually</i>	Achievement data analysed by race, gender and disability	Head of School / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the schools diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Curriculum team	Sept 2018 – July 2019 and on-going	Notable increase in participation and confidence of targeted groups
Disabled children can take part in <b>all</b> aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies; ( <i>esp. swimming</i> ) <ul style="list-style-type: none"> <li>- <i>Consideration in risk assessments</i></li> <li>- <i>Staffing</i></li> <li>- <i>Reasonable adjustments (e.g. location/ curriculum metc)</i></li> <li>- <i>Classroom environment re-organisation / location adjustments where required</i></li> </ul> <i>Resources</i>	Lesson observations/ drop ins/ work trawls Risk assessment monitoring – Governors EVC records Planning trawls	Group Leaders (all staff)/ Creative Arts and Well Being	On-going	Inclusion evident in all aspects of school life  Gaps in performance data reduced (termly monitoring – SEN) and pupil progress is accelerated
Provide extra and additional support for pupils who are under-achieving, in order to make progress in their learning and their personal well being, <i>e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment; that LACE children access PEAS for additional tutoring; gaps between groups etc</i> <ul style="list-style-type: none"> <li>- <i>Liaison with LACE Team (PEAS via PEP)</i></li> </ul> <i>Liaison with Inclusion Support (Hearing and Visual Impairment Teams)</i>	Lesson observations/ drop ins/ work and planning trawls CP and LACE Records (incl. PEP) SEN Records/ Minutes SATS Records	SENCO/ CP Officers/ LM/ Teachers/ SMT/ Managers	Immediately and on-going	Gaps in groups are closing – IDSR/ASP

<p>Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);</p> <ul style="list-style-type: none"> <li>- <i>LMPupilProgress Meetings</i></li> <li>- <i>LM Parent Meetings</i></li> <li>- <i>PSA deployment (parental intervention)</i></li> <li>- <i>PSA events programme e.g. family learning, POP Ins etc</i></li> <li>- <i>Termly Parent's Evenings incl. parental report review</i></li> <li>- <i>Simplify reporting to parents and involve in target setting process</i></li> </ul> <p><i>Bespokesupportpackages provided–PSA records</i></p>	<p>Minutes (PSA/ LM) Events Programme (PSA) Parental analyses of attendance Parents Evenings – drop ins Reports to Parents PSA records</p>	<p>LM/ PSA/ SMT</p>	<p>Immediately</p>	<p>Gaps in groups are closing – IDSR/ASP</p>
<p>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;</p> <ul style="list-style-type: none"> <li>- <i>joint school events</i></li> <li>- <i>primary transition programme (PSA)</i></li> <li>- <i>transition programme (secondary schools)</i></li> <li>- <i>involvement in TLC pupil events etc</i></li> </ul>	<p>Transition Guide lines SEN Records PSA minutes/ transition planning TLC minutes</p>	<p>PSA/ SENCO/ LM Staff/ Y5 and Y6 staff</p>	<p>On-going</p>	<p>Increased awareness of different communities shown in child conferences/ trawls</p>
<p>Supporting disabled pupils (and all pupils) in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings;</p> <ul style="list-style-type: none"> <li>- <i>Liaison with secondary school settings</i></li> <li>- <i>Liaison with Inclusion Support</i></li> <li>- <i>Escorting pupils to setting where required (pastoral staff)</i></li> </ul>	<p>Transition Guide lines SEN Records PSA minutes/ transition planning Minutes</p>	<p>PSA/SENCO /LM Staff</p>	<p>On-going</p>	<p>Links made with receiving staff in secondary settings</p>