



## Equality Policy and Action Plan (Alt Academy)

<b>Description</b>	<b>By Whom</b>	<b>Date</b>
Established	TM	15/4/15
Reviewed	MD	12/5/17

## 1. Legislation

1.1 The Equality Act 2010 (“the Act”) provides a modern, single legal framework with three broad duties

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

1.2 The Harmony Trust fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below

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

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Equality information – to demonstrate compliance with the general duty across its functions – We will not make public any information that can specifically identify any child.
- Monitor equality – to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objective. The data will be assessed across our core provisions as a Multi Academy Trust. This will include the following functions:
  - Admissions;
  - Attendance;
  - Attainment;
  - Exclusions; and
  - Prejudice related incidents

1.4 Our priorities will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **2. The Policy**

2.1 The Harmony Trust's Equality Policy draws together all previous equality legislation and details how the trust is fulfilling the requirements of the Act.

## **3. Our Ethos**

3.1 In our academies it is a place where

- Learning is fun;
- Children are prepared for their future;
- All efforts are acknowledged and celebrated;
- Everyone is valued and respected as an individual;
- We will educate our children about equality and diversity and where we pledge to meet the needs of all our individuals;
- Everyone is encouraged to be part of and contribute to the community; and
- Encourage everyone to make healthy life choices

## **4. Addressing Prejudice Related Incidents**

4.1 The Harmony Trust is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

## **5. Objectives**

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the Harmony Trust current set of overriding objectives.

<b>Objective Group</b>	<b>Objective</b>
<b>Pupil Achievement</b>	<ul style="list-style-type: none"> <li>• All pupils are assessed, monitored and tracked through Target Tracker software</li> <li>• Under-achievement is identified and appropriate intervention is applied</li> <li>• Pupils are able to participate in a full range of extra-curricular opportunities</li> </ul>
<b>Behaviour and Safety</b>	<ul style="list-style-type: none"> <li>• Pupils respect one another</li> <li>• Pupils feel safe and valued</li> <li>• Pupils, staff and parents know that misconduct and gross misconduct will be challenged</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• All pupils experience 100% 'good or better' lessons</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• The staff and Board of Directors reflects the diversity of the Harmony Trust community</li> <li>• No pupils (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>• A nominated member of the SLT in each academy is responsible for the collection and analysis of equality data including the recording of prejudice related incidents</li> </ul>

5.2 Each Academy will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils

5.3 The Academy's senior leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## 6. Responsibility

6.1 We believe that promoting equality is the whole Trust's responsibility.

6.2 How does the Harmony Trust eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between the people who share a protected characteristic and people who do not share it?

The Harmony Trust does this by measures that include:

- (a) For pupils – implementation of policies on equal opportunities, provision of additional support (including race and gender equality, special needs, International New Arrivals, behaviour and anti-bullying);
- (b) For staff – implementation of policies on equal opportunities, recruitment and selection, pay and performance policy;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) Employing specialist staff to support pupils with special needs or disabilities, and implementing the Academy’s disability access plan;
- (e) Monitoring of welfare, with intervention and support where required;
- (f) Taking steps to meet the particular needs of pupils or staff that have a particular characteristic

<b>School Community</b>	<b>Responsibility</b>
The Harmony Trust and its Trustees	Involving and engaging the whole Trust and Academy community in identifying and understanding equality barriers and in the setting of objectives to address these
Chief Executive and Principals	As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected from the Academy in carrying out its day to day duties.  Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Principal as above.  Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils.  Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.  Design and deliver an inclusive curriculum.  Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support the Academy and the governing body in delivering a fair and equitable service to all stakeholders.

	Uphold the commitment made by the Principal on how pupils and parents/carers can be expected to be treated.  Support colleagues within the Academy community.  Ensure that you are aware of your responsibility to record and report prejudice related incidents
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<p>Parents</p>	<p>Take an active part in identifying barriers for the Academy's community and in informing school and Trust of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the academy to achieve the commitment given to the Academy's community in tackling inequality and achieving equality of opportunity for all.</p>
<p>Pupils</p>	<p>Support the Academy to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Principal on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>
<p>Local Community Members</p>	<p>Take an active part in identifying barriers for the Academy community and informing the Senior Leadership of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the Academy to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early success indicators
<i>All</i>	Monitor and analyze pupil achievement by SEND, FSM, gender (significant numbers in groups). Act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed Termly meetings: P, T, DP, Monitoring & Evaluation foci for SLT Reported to staff and Trust	Principal Deputy Principal Unit Leaders SENDCO	Termly in report to AIB Raise online in the Autumn Term, Termly Pupil Progress meetings, SSP review meetings	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
<i>All</i>	Ensure that the curriculum positively promotes diverse role models and heroes. Ensure that displays in classrooms and corridors promote diversity. Ensure assemblies promote equality and include positive content and images which celebrate diversity. Encourage children's voices and contribution to reflections on diversity. Hold a Diversity week and other themed weeks such as British values.	Increase in pupils' participation, confidence and achievement levels Children's voices	Principal SLT Teachers Subject leaders	Ongoing By June 2018	Increase in participation and confidence of targeted groups, diversity reflected in displays around school, appreciation of diversity reflected in behaviour in all members of the school community
	Work towards 'Rights and Respecting Award'. Ensuring implementation of principles and values into school ethos and curriculum. Including all children through indicators of: understanding of rights; developing sense of belonging to a community & positive relationships; empowering children to respect environment and others locally; participation in decision making and pupil voice; enhancing learning, attainment and attendance.	Behaviour logs Attendance monitoring Children's voices School council minutes Displays, assemblies	Principal PSHE leader Deputy Principal	Ongoing by Jan 2019	Displays around school Curriculum activities include R&R focus
<i>ALL</i>	Investigate accessibility plan and that building is inline with agreements and expectations of Equality Act. Risk Assessments and development of shared areas to ensure they are accessible and safe.	Observations Inclusion manager other staff discussions	Principal Business Manager SENDCO SLT	July 2017	Plan developed and implemented into Accessibility plan.

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing ?	What are the timeframes?	Early indicators success
Community cohesion	Continue work with Watersheddings school on linking project. Ensuring regular cross school activities throughout the year.	Displays, book scrutiny, Children's voices Trips and events	Deputy Principal Teachers	Ongoing	Local, national and global citizenship developed. Attitude, knowledge, experience and understanding of other cultures enhanced.
FSM	Enhance the wider school provision for children regardless of income including enrichment activities.	Pupil Premium funding expenditure Analysis of trips/residential take up	Principal Deputy Principal Business Manager SLT	Ongoing Termly in progress meetings	Any identified gaps in take up of enrichment activities is narrowed.

## Appendix 1: Provision Accessibility Plan

This accessibility plan cross references to the School Development Plan. This accessibility plan is reviewed by the Pupils and Curriculum Committee in conjunction with the Equality plan.

<b>How does the school deliver the curriculum?</b>	
<p>Do you ensure that teachers and teaching assistants have the necessary training to teach and support all pupils?</p>	<ul style="list-style-type: none"> <li>• Training needs are regularly reviewed for all staff.</li> <li>• One staff inset per term that is SEND focused.</li> <li>• School provides Inclusion Leader, SENDCO, Specialist Teaching Assistants, Learning Mentors, EAL &amp; INA specialist TAs, SLT &amp; designated lunchtime supervisors with appropriate training.</li> </ul>
<p>Are your classrooms optimally organised for all pupils?</p>	<ul style="list-style-type: none"> <li>• SLT complete termly Learning environment walks</li> <li>• SENDCO identifies at SSP meetings any additional environment needs in discussion with class teacher</li> </ul>
<p>Do lessons provide opportunities for all pupils to achieve?</p>	<ul style="list-style-type: none"> <li>• Teachers have high expectations of all pupils this is reflected in the Learning and Teaching, behaviour and conduct, achievement and standards</li> <li>• Quality First teaching ensures lessons are differentiated by task, support, time, resource and outcome</li> <li>• Curriculum provides opportunities for all learning styles and enrichment opportunities</li> <li>• <a href="#">Additional resources for children</a> are implemented to remove barriers to learning eg specialist support, family support, resources including furniture, visual timetables, additional teachers</li> <li>• Staff implement recommendations from external professional agencies eg, sensory activities, fun fit,</li> <li>• All pupils have opportunities within lessons, extra- curricular and school events to participate in a wide range of creative, sporting, scientific, technical, social activities in addition to the core subjects</li> </ul>
<p>Are lessons responsive to pupil diversity?</p>	<ul style="list-style-type: none"> <li>• RE, PSHCE, Spiritual Moral Social and Cultural (SMSC) cover diversity and lessons are planned in line with our school, local, national and global communities</li> <li>• Quality First Teaching means lessons are differentiated for individual needs</li> <li>• Termly monitoring of progress of individuals and groups by SLT with teachers</li> <li>• Teachers have handover meetings including information on SEND, religion, EAL and ethnic minority</li> <li>• The school implements a Charging Policy and Pupil Premium spending facilitates additional support and resources</li> <li>• School completes risk assessments for all areas of the curriculum and provision</li> <li>• Additional PSHE Themed weeks include Diversity, British Values, Respect.</li> <li>• The school is working towards the 'Rights &amp; Respecting Award'.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

### Is the school designed to meet the needs of all pupils?

<p>Does the size and layout of the school environment allow access for all pupils?</p>	<ul style="list-style-type: none"><li>• School meets needs current school population</li><li>• School responds to individual needs as they arise</li><li>• All rooms are well lit, corridors are wide,</li><li>• The school budget allows for reasonable adjustments/best endeavours in line with the Equality Act</li><li>• Fire doors require support to access- our risk assessments and Personal evacuation plans address this</li><li>• School has trained Fire Marshalls and staff are aware of their roles and responsibilities in the event of school evacuation</li><li>• School provides access to a quiet room at lunchtime, school gardens and grounds</li></ul>
<p>Are pathways around the school site and parking arrangements safe, routes logical and well signed?</p>	<ul style="list-style-type: none"><li>• The Site Supervisor conducts daily risk assessments of the school site</li><li>• School has painted markings to the floor and gates to car parks</li><li>• The school website, newsletter, facebook and assemblies include advice and reminders about safe access and movement around the school</li></ul>

### How does the school communicate?

<p>Teaching Staff</p>	<ul style="list-style-type: none"><li>• Help in delivering the right outcomes for pupils.</li><li>• Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</li><li>• Design and deliver an inclusive curriculum.</li><li>• Ensure that you are aware of your responsibility to record and report prejudice related incidents.</li></ul>
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