



# Equality Policy

Next Review date: June 2017

## 1. Why we have developed this Equality Policy

- 1.1 This Equality Policy for Thomas Hepburn Community Academy brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against any individuals within our community. We are further committed to the development of cohesive communities both within our academy's physical boundaries and within our local, national and global environments. Our academy embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.
- 1.2 Our Equality Policy is inclusive of our whole academy community – learners, staff, parents/carers, Governors, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development.
- 1.3 The purpose of this Policy is to set out how our policies and practices have due regard to the need to:
  - eliminate discrimination, harassment and victimisation
  - advance equality of opportunity
  - foster good relations between groups
- 1.4 It explains how we listen to and involve learners, staff, Governors, parents/carers and the community in achieving better outcomes for all our children.

## 2. Our academy within the wider context

- 2.1 Thomas Hepburn is a small secondary academy serving an area of Gateshead with high deprivation indices. The ability profile on entry is below the national average.
- 2.2 The academy is located in the Windy Nook and Whitehills ward however the majority of learners who attend the academy come from the Felling Area. The number of adults with experience of higher education within the wards served is low, while the number of families living in overcrowded households is near or on national average.

The percentage of young people from high social class households is low. While the main ethnic group is white British the academy serves a diverse population and 6% of young people have a first language other than English. 16 different languages are spoken within the academy. Approximately 70% are eligible for the disadvantages subsidiary. The academy has a high percentage of young people with identified special educational needs including those covered by the Disability and Discrimination Act. Persistent absenteeism is higher than the national average.

### **3. Extract from most recent Raise online report**

#### 3.1

- a. The Thomas Hepburn Community Academy is a small Academy 11-16 College situated in the East of Gateshead with approx. 550 pupils on roll (bottom quintile)
- b. Levels of social and economic deprivation are well above average with a School Deprivation Indicator of 0.45 (National 0.22). The percentage of students eligible for the disadvantaged subsidiary is 70%
- c. The percentage of learners with learning difficulties and/or disabilities is 7.4% supported by an Educational Healthcare plan or statement is 2.2%
- d. The vast majority of learners are of White British heritage 94%. Only 5.6% come from Minority Ethnic Groups (well below the National Average of 25.6%) with numbers fairly evenly spread across Year groups
- e. There are 9 Looked After Children at present with 7 learners being subject to Child Protection Plans. Child in Need 6 (June 2016)
- f. Attainment on entry is variable from year to year but is consistently below the National Average

3.2 The staff team are diverse in terms of age and experience. It is a multi-professional staff covering a range of teaching and support staff roles. The vast majority of staff are White British.

### **4. Overall aims of our Equality Policy**

4.1 To ensure that equality and inclusive practice are embedded across all aspects of academy life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes<sup>1</sup>.

#### 4.2

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our academy and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.
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### **5. Our approach**

5.1 We seek to embed equality of access, opportunity and outcome for all members of our academy community, within all aspects of academy life.

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<sup>1</sup> <http://www.unicef.org/crc/>

## **6. We actively seek out opportunities to embrace the following key concepts:**

### **6.1**

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.
- Social cohesion within our academy and within our local community.
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

## **7. Our vision statement about Equality**

7.1 Thomas Hepburn Community Academy seeks to foster a warm, welcoming and respectful environment, which allow us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

7.2 We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning. We are committed to creating inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

7.3 We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

## **8. Our duties**

8.1 We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole academy community in the process in order to ensure better outcomes for all.<sup>2</sup>

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<sup>2</sup> See *Appendix A* for further information about legislation

- 8.2 They are also guided by the United Nations Convention on the Rights of the Child<sup>3</sup>.
- 8.3 We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of academy life, including the provision of extended services.
- 8.4 These opportunities are likely to include all or some of the following, dependent on our current priorities.
- The engagement, participation and involvement of a broad and diverse range of young people, their parents/carers and partner agencies
  - Preparation for entry to the academy
  - Academy policies
  - Breaks and lunchtimes
  - The provision of school meals
  - Interaction with peers
  - Opportunities for assessment and accreditation
  - Exam arrangements
  - Behaviour management approach and sanctions
  - Exclusion procedures
  - Academy clubs, activities and academy trips
  - The academy's arrangements for working with other agencies
  - Preparation of learners for the next phase of education
  - Learning and teaching and the planned curriculum
  - Classroom organisation
  - Timetabling
  - Grouping of learners
  - Homework
  - Access to academy facilities
  - Activities to enrich the curriculum, for example, a visitor to the academy or academy visits
  - Academy sports
  - Employees' and staff welfare

## **9. The roles and responsibilities within our academy community**

### **9.1 Our Principal will:**

- Ensure that Governors, staff, parents/carers, learners and visitors and contractors are engaged in the development of and informed about the Equality Policy
- Oversee the effective implementation of the policy
- Ensure staff have access to training which helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the academy's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that the Leadership team is kept up to date with any development affecting the policy or actions arising from it

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<sup>3</sup> <http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/Childrens-rights/>

9.2 Our Governing Body will:

- Designate a Governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the School Improvement Plan (SIP)
- Support the Principal in implementing any actions necessary
- Engage with parents/carers and partner agencies about the policy
- Evaluate and review the policy annually and the objectives every 4 years

9.3 Our Leadership Team will:

- Have responsibility for supporting other staff in implementing the Equality Policy
- Provide a lead in the dissemination of information relating to the policy
- With the Principal, provide advice/support in dealing with any incidents/issues
- Assist in implementing reviews of this policy as detailed in the SIP

9.4 Our learners will:

- Be involved in the development of the Equality Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the policy
- Be encouraged to actively support the policy

9.5 Our parents/carers will:

- Be given accessible opportunities to become involved in the development of the Equality Policy
- Have access to the policy through a range of different formats appropriate to their requirements
- Be encouraged to actively support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy
- Be informed of any incident related to this policy which could directly affect their child

9.6 Our academy staff will:

- Be involved in the development of the Equality Policy
- Be fully aware of the policy and how it relates to them
- Understand that this is a whole academy issue and support the policy
- Identify any queries or training requirements

9.7 Relevant voluntary or community groups and partner agencies will:

- Be involved in the development of the Equality Policy
- Be encouraged to support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy

## **10. How we developed our Policy - Participation and Involvement**

10.1 The development of this policy has involved the whole of our academy community. We have involved and listened to what they have to say, including people from broad and diverse backgrounds and of different abilities, taking account of all the protected characteristics listed under the Equality Act 2010.

- Our learners are consulted via Student Council meetings, through work undertaken in tutor groups and with meetings with the Principal. Minority and potentially vulnerable groupings are consulted through the SEN Review system or via the work of support networks such as the young carers support group.
- Our staff are consulted through our on-line communication systems and meeting structures. In addition the Principal meets with Professional Association Representatives. Policy development is a key feature of these regular discussions.
- Our academy Governors are consulted through the regular working group meetings and via e-mail communication.
- Parents/carers are consulted through a range of questionnaires and opportunities to speak to key staff. The academy website invites comment via the academy e-mail. Reference is made to policy development within Newsletters. Where appropriate our Inclusion and Attendance Leader will make home visits to discuss specific issues with parents/carers.
- Minority, marginalised and potentially vulnerable groups are consulted via community group work, an annual community open day and through the academy's SEND review procedures. Where literacy levels are low we utilise our support staff to enable learners and parents/carers to voice their issues and ideas.
- Our partners in the community are consulted via community group work and an annual community open day. The academy employs a community consultant to facilitate this work. Where appropriate our Inclusion and Attendance Leader will make home visits by appointment to hear and resolve specific issues. When necessary the academy works with the Ethnic Minority and Traveller Support Service to provide interpreters or written information in another language.

## **11. How we developed our Policy - Using information**

11.1 We have used data and other information about our academy, as well as an Equality analysis as measures to determine the effects of a policy, practice or project on different groups. This approach helps us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). They help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. They help to ensure we meet the diverse needs of our learners and staff and that diversity, equality and inclusion run through all areas of academy life.

11.2 We have taken a step-by-step approach to equality analysis as set out below:

### **1) Identifying who is responsible for the equality analysis**

Equality analysis is an integral part of self-review and policy development. We have integrated it into day-to-day policy-making, business planning and other governance and corporate decision-making arrangements. This means that the person who is making the decision or advising the decision-maker about a policy undertakes the equality analysis, with appropriate assistance and support

## 2) **Establishing relevance to equality**

We ensure that all of our policies and practices, both current and proposed, have given proper consideration to equality. To begin with, this means checking all of our policies and practices for their relevance to equality issues.

## 3) **Scoping our equality analysis**

When we have decided that a policy is relevant to equality, scoping gives us an opportunity to establish basic systems that will be helpful for our equality analysis. Scoping involves looking at how the aims of the policy relate to equality and which aspects have particular importance to equality. It involves looking at which protected groups and which parts of the general equality duty it relates to. It includes looking at what evidence is available for our analysis, what the information gaps are, and establishing which stakeholders can usefully be engaged to support your analysis.

## 4) **Analysing our equality information**

Equality analysis is not simply about identifying and removing negative effects or discrimination, but it is also an opportunity to identify ways to advance equality of opportunity and to foster good relations. We bring together all of our equality information in order to make a judgement about what the likely effect of the policy will be on equality, and whether we need to make any changes to the policy.

### Example

We can have a positive impact on closing the attainment gap by carefully monitoring the progress of learners on free school meals or planning the interventions required to support the learning of learners who are persistent absentees.

## 5) **Monitoring and review**

Our equality analysis, and any engagement associated with it, helps us to anticipate and address the policy's likely effects on different groups. However, the actual effect of the policy will only be known once it has been introduced. We may find that we need to revise the policy if negative effects do occur. Area demographics can change, leading to different needs, alternative provision can become available or new options to reduce an adverse effect could become apparent. Equality analysis is an ongoing process that does not end once a policy has been agreed or implemented.

## 6) **Decision-making and publication**

Equality analysis is an ongoing process which follows the policy development and review cycle. Nevertheless, there is a stage prior to policy adoption where the equality analysis is considered 'complete' in the sense that it is sufficiently robust and detailed to properly inform decision-making. At this stage a senior member of staff signs off the analysis, including how it has been used to inform the policy and support decision-making.

11.3 A recent review of our approaches to the commissioning of alternative education and the introduction of a supported pathway in the academy for learners in danger of disengagement.

The engagement activities we undertook as outlined above told us:

- The need to ensure all policies and practices pay due regard to the high levels of deprivation experienced by the majority of our learners. Examples include Uniform policy, including PE uniform, regularly reviewed with the Student Council to ensure it is affordable. A free breakfast club is provided to ensure a healthy start to the day. Charging Policies are open and transparent. Trips, ventures and field work not restricted by the ability to pay
- Monitoring and self-review places great emphasis on tracking vulnerable groupings. There is a strong emphasis within the academy on raising ambition, closing gaps and making progress for all learners. Learner target setting and tracking systems are robust and set high expectations for all
- There is a key need for intervention and support for homework and study skills. Lesson 6 has become an important feature for Year 11. All learners benefit from a range of intervention and support opportunities
- The academy design allows accessibility for all, regardless of any special need or disability
- AIG is an important feature of the work of the academy, and particularly the Leadership Team who provide individual advice and guidance to all learners.

11.4 In addition, we know our academy well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

11.5 OfSTED inspectors report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

11.6 We also value more qualitative information which may be given to us through learner voice mechanisms, less formally or even anonymously.

11.7 The Local Authority provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

11.8 We have established good links with our local and our wider community. We welcome them into our academy. From them, we learn about equality issues outside academy and can establish mechanisms for addressing them within academy.

11.9 By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required:

- Representatives from a range of faith and minority ethnic communities contribute to advanced curriculum enhancement days such as Unity Day
- Representatives from local churches contribute to assemblies, RE lessons and lead our annual carol service
- Visiting speakers provide breadth and insight in a range of curriculum areas
- Visits and links with Higher Education are essential to raising aspirations
- We run a range of inter-generational learning opportunities through our community work on site



- Members of the Governing Body are regular visitors to the academy
- A range of support networks exist for vulnerable young people including those who are Looked After children or who are Young Carers, including contributions from external agencies
- Every term we run a multi-agency focus week on attendance and punctuality with a key focus on agencies working together to promote good attendance and challenge poor attendance at academy
- Children in Need Day, Christmas jumper day and supporting the Macmillan coffee morning are all aspects of our charity work.
- Utilising our new ICT infrastructure to enable parents/carers to have greater involvement in tracking the progress of their children and to comment on ways in which the academy can improve
- The professional development of staff is a key issue and staff receive a range of CPD every Wednesday from both internal and external training providers.

## **12. Commissioned services (buying in services)**

12.1 Increasingly we are directly responsible for the purchase of goods and services. We work closely with the local authority on procurement – buying in services - to ensure that equality issues are given full regard. When buying goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

12.2

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the academy community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

12.3 We ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

## **13. Our Staff**

13.1 We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

13.2 This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made<sup>4</sup> or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

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<sup>4</sup> Unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

- 13.3 We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- 13.4 We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment. These were the guiding principles in the design of our new building which provides complete accessibility for anyone with mobility issues who requires the use of a wheelchair.
- 13.5 Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our academy community. We have mechanisms in place to identify areas for development through our Performance management and Performance Development Policies and procedures.
- 14. Responding to hate or prejudice-based incidents and bullying**
- 14.1 We recognise that hate incidents or prejudice – based bullying behaviour are driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.
- 14.2 Through our academy ethos and curriculum, we want our learners to understand better the diversity that exists in society. We provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider academy community through our actions and responses.
- 14.3 We record all hate incidents and prejudice-based bullying. We use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities. Further detail on how we respond to such incidents can be found in our Anti-Bullying Policy. Guidance is provided for staff in the Staff Handbook.
- 15. Implementation, monitoring and reviewing**
- 15.1 This policy was published in April 2012 and updated in June 2015. It will be actively promoted and disseminated via:
- Academy Newsletter
  - Website
  - In academy announcements page
  - Staff shared documents
  - Student Council Meeting
- 15.2 Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.
- 15.3 We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our academy community with reference to the protected groups.

## **16. Equality Objectives**

- 16.1 Using the views of learners, parents/carers, staff, Governors and community and equality analysis of the information as outlined above we have set ourselves specific and measurable objectives that will help us achieve the aims of the general equality duty. These will be reviewed every 4 years.

## 16.2

### EQUALITY OBJECTIVES: 2016

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible?	Dates from and to:
All aims of duty	All protected characteristics	To increase learner, staff and Governors awareness of legal and human rights and the responsibilities that underpin society	For learners to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All learners and staff	To organise a comprehensive delivery of PSHE through tutor times and focus days.	Citizenship Leader	September 2016 – July 2017
All aims of duty	All protected characteristics	To increase the participation of learners from minority, marginalised or vulnerable backgrounds in academy life	Increase the diversity of learners involved in the decision-making processes of the academy	Minority, marginalised and vulnerable learners	Re- launch a school council and identify which groups are under-represented in the School Council and/or Student voice processes within the academy  Set up group of learners to develop actions which better involve the target group	VP SENCO - operational	Sep 2016- July 2017
Advance equality of opportunity	All protected characteristics	Improved attainment	Improved attainment	All learners	Make it embedded feature of CPD to discuss strategies to create an equitable curriculum that supports the diverse learning styles of cohorts	All	Sept 2016- July 2017

Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion/Belief	To increase participation of learners from minority backgrounds	Ensure diverse cultures are recognised and reflected in curriculum	Minority background learners	Audit of subject area schemes of work to ensure that diverse cultures are recognised, reflected and celebrated.	VP Core/Non-Core	Sep 2016- July 2017
Eliminate unlawful discrimination, harassment and victimisation	Race/ Religion/Belief/ Sexual orientation / Gender	To raise awareness of difference	Increase learners' understanding of diverse groups	All learners	Use screens around academy to reflect the experiences and background of all learners, promoting diversity and challenging stereotypes.	SMI	Sept 2016 – July 2017
Eliminate unlawful discrimination, harassment and victimisation	All protected characteristics	To raise awareness of difference	Increase learners' understanding of diverse groups	All learners	Establish link with international school and use it to teach the diverse experience that students receive in terms of schooling in different countries.	Pastoral system and Tutors	May 2016- ongoing
Foster good relations	All protected characteristics	To promote good relations between people from diverse groups	Increased positive attitude towards people from diverse groups	All learners	Establishment of an extra-curricular Culture Club which offers all learners opportunity to experience and meet people from diverse groups: a way to involve parents/carers and wider community. Encourage communication in the forms of emails and blogs to link school.	SENCO - operational	Sep 2016- 17
Advance equality of opportunity	Sex	To ensure that girls are equally involved in physical activity	Improved participation of girls in targeted sports activities	Girls	Monitor attendance of girls at out-of-school hours sports clubs  Survey girls and understand barriers to participation	PE Leader	On-going

Advance equality of opportunity	Disability/ All	To increase social and emotional skills for learners with BESD (Behavioural, emotional and social difficulties)	Improved ability by learners to handle difficult situations and a reduction in classroom disruption	Learners with BESD	Disseminate training so that staff can deliver small group work sessions to support targeted learners in developing social and emotional skills	Inclusion Team	Sept 2016- July 2017
Advance equality of opportunity	Other	To improve the attainment of learners eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group  Track progress through RAP process and ensure appropriate interventions are put into place.	LT	July 2016- July 2017
Advance equality of opportunity	Race	To improve the attainment of Gypsy, Roma Traveller learners	Improved attendance and attainment by this group	Gypsy, Roma Traveller children	Collate and analyse data relating to attainment and attendance by target group  Work with Ethnic Minority and Traveller Achievement Service to identify strategies to improve attainment of this group	LT	Sept 2016- July 2017
Advance equality of opportunity	Other	To ensure the holistic needs of young carers are identified and met within the academy	Improved attendance and attainment by this group	Young Carers	Collate and analyse data relating to attainment and attendance by target group  Work with Young Carers Support Group to identify strategies to improve attainment of this group	Inclusion and Attendance Leader	Sept 2016 – July 2017

Fostering good relations	All	To promote good relations between people from different backgrounds	<p>Improved understanding of Gateshead's community and the diversity within it</p> <p>Increased positive attitudes towards disabled people</p>	Year 8	<p>Set up academy linking with another Gateshead school in a different geographical location and population make-up</p> <p>Make use of disability images pack in PSHE</p> <p>Invite in representatives from disability equality groups to meet with children</p>	VP	On-going
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## 17. Appendix A Key legislation

### 17.1 Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act. The Act protects learners from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### 17.2 This relates to:

- prospective learners
- learners at the academy
- in some limited circumstances, former learners

17.3 The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular learners. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged learner group.

17.4 The Public Sector Equality Duty commenced in April 2011.

17.5 There are exceptions to enable single-sex schools to admit only learners of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

17.6 For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>

<http://www.education.gov.uk/schools/Studentsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>



## **18. Accessibility planning**

18.1 Accessibility planning is a statutory duty and can be incorporated into this policy. Schools must plan for:

- Increasing access for disabled children and young people to the academy curriculum
- Improving access to the physical environment of schools, and
- Improving the delivery of written information to disabled children and young people

18.2 The first plans were required to be in place by April 2003. Therefore as schools come to review their accessibility plans they should consider building these actions into their Equality policy.

## **19. Community Cohesion – Education and Inspection Act 2006**

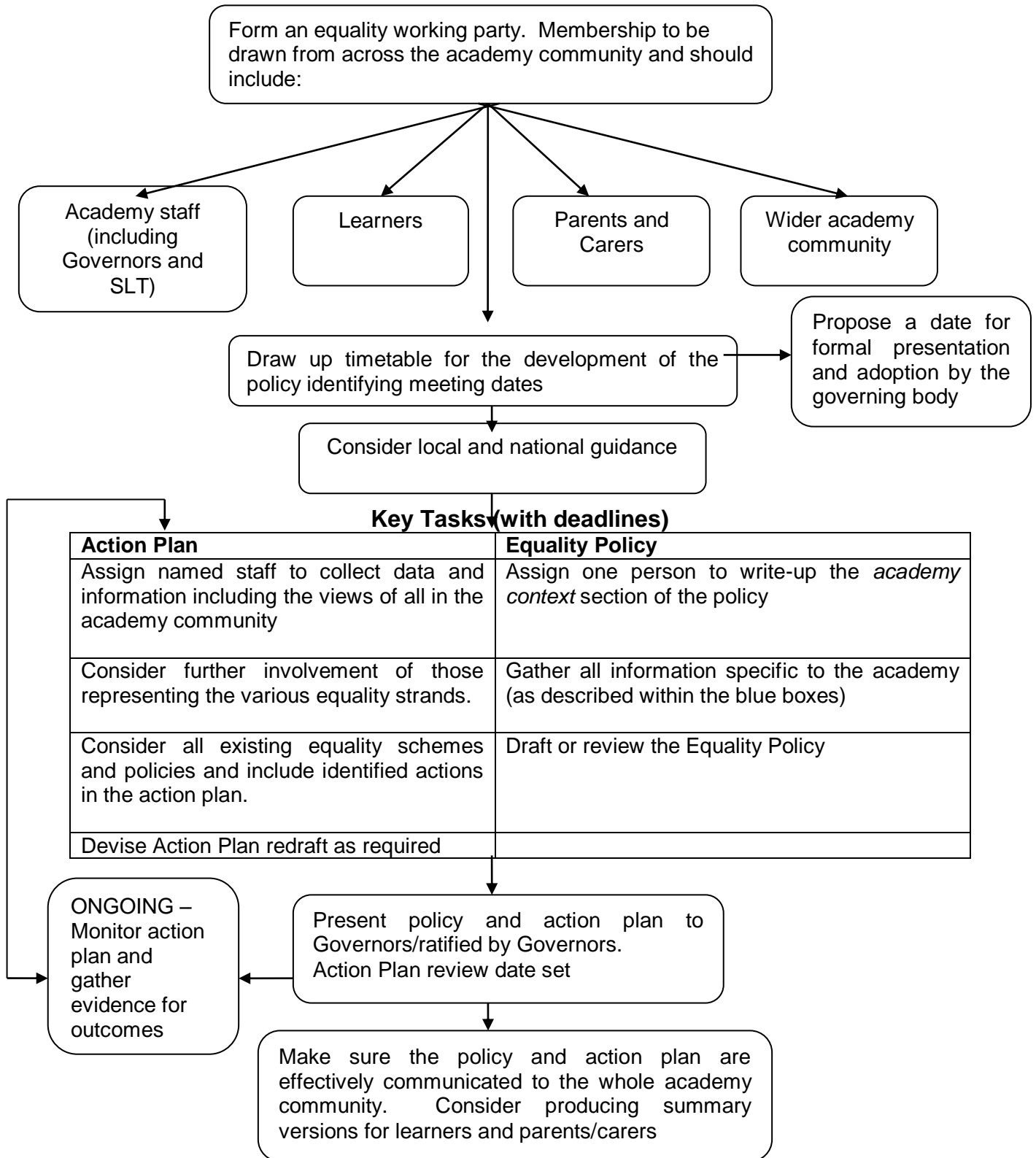
### **19.1 General duty**

- To promote community cohesion

### **19.2 Specific duties**

- Teaching, learning and curriculum – helping children to learn to understand others, to value diversity while also promoting shared values
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest possible level
- Engagement and extended services – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations with different schools and communities locally, regionally, nationally and internationally.

**20. Appendix B Process chart for the development and review of Equality Policy and action plan**



## 21. Appendix C School Council Equality and Diversity Session

21.1 Below is an hour and a half session devised to introduce the topic of Equality and Diversity to a school council and begin them thinking about contribution to an Equality Policy.

Time	Activity	More details	Things needed
10:00	Arrive and set up		
10:30	Welcome and Introductions Ground rules	All introduce selves and put on name labels Ask children to suggest some ground rules for session – shout out	Name labels Flipchart with ground rules written on markers
10:40	Icebreaker	Sunshine game, including some statements that are introducing diversity e.g. <ul style="list-style-type: none"> <li>the sun shines on people who have a relative living abroad,</li> <li>the sun shines on people who have tried Chinese food</li> </ul> Turn the seats round of a few, they still join in, feedback afterwards how that felt	Tables cleared to edge of room Circle of chairs
10:45	Participation game	Children stand on different squares depending on whether they agree/disagree with the following statements <ul style="list-style-type: none"> <li>Girls are no good at sport</li> <li>All boys muck about in class</li> <li>All children should do as their told</li> <li>It's a good idea to have a academy uniform</li> <li>Dyslexic children aren't very clever</li> </ul>	Participation game – grid drawn on floor or sheet with numbers in each square.  Space clear in room for it
11:00	Discussion	Diversity What does diversity mean? – children shout out Expand, sum up and reveal definition Equality What does this mean? – children shout out Expand, sum up and reveal definition	Flipchart with a simple definition of diversity and equality written on it Equality: <ul style="list-style-type: none"> <li>We are all of equal value.</li> <li>Treating people fairly.</li> <li>Helping people to</li> </ul>

			<p>overcome things that might hold them back.</p> <p>Diversity:</p> <ul style="list-style-type: none"> <li>• Valuing people's differences.</li> <li>• Trying to respect and understand people's differences.</li> </ul>
11:05	'One of Us' clip – Traveller girl	Tell children is local young people sharing their experiences of times they have been treated unequally	'One Of Us' DVD, laptop, projector
11:10	Discussion	<p>Turn to the person next to you</p> <p>Can you think of time when you've been treated unfairly? Describe to your neighbour</p> <p>How did that make you feel?</p> <p>All come back together, children shout out a few feelings of how being treated unfairly makes them feel – write feelings on flipchart</p>	Flip chart markers
11:20	Laws/policy	<p>Explain that not everyone always treats people fairly, so we have laws to protect us, and others, so that every one feels welcome and has the same chances to do well in life.</p> <p>Explain academy are writing a new policy and want the school councils' views to help with this.</p> <p>Are there things that happen in academy that you think are unfair, can they think of things that happen in each area of the academy that they'd like to change: play ground, lessons, assembly, afterschool and dinner time</p> <p>Use prompts if needed e.g only year 5/6 allowed to play football at lunch time</p>	Flipchart divided up into academy areas and take notes of children's ideas
11:30	<b>End</b>	Agree a way to feedback school council views back to Equality working party	