SINGLE EQUALITIES POLICY – St Columba Academy

Date Agreed:  28th April 2015
Review Date:  28th April 2018
Signed:  ________________________________  Chair of the Resources Sub-Committee

Portsmouth and Winchester Diocesan Academies Trust
Single Equalities Policy

Revision Record

<table>
<thead>
<tr>
<th>Revision No.</th>
<th>Date Issued</th>
<th>Prepared By</th>
<th>Approved</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>28th April 2015</td>
<td>LG</td>
<td>RSC</td>
<td>New policy</td>
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Portsmouth & Winchester Diocesan Academies Trust, a company limited by guarantee.
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2 Statement / principles
The policy outlines the commitment of the Portsmouth and Winchester Diocesan Academies Trust and all staff and Governors of each Academy within the Trust, to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of students, staff, parents/carers, governors and visitors in the Academy, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the Academy.

We believe that equality at each of our Academies should filter through all aspects of Academy life and is the responsibility of every member of the Academy and wider community. Every member of the Academy community should feel safe, secure, valued and of equal worth. At St Columba C. of E. Primary Academy, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

2.1 Monitoring and review
The responsibility for co-ordinating the monitoring and evaluation of this policy is the Principal, the governing body with the support and guidance from the PWDAT Academies Officer. They are responsible for:

- Providing updates on equalities legislation and the Academies responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
  - Pupils’ progress and attainment
  - Teaching and learning
  - Behaviour, discipline and exclusions
  - Attendance
  - Admissions
  - Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended Academy activities
- Staff recruitment and retention
- Visits and visitors
3 Policy commitments

3.1 Promoting equality: Curriculum
We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

– Curriculum planning reflects a commitment to equality;
– The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the Academy;
– There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
– The promotion of attitudes and values that challenge discriminatory behaviour and language;
– The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

3.2 Promoting equality: Achievement
There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

– Adults in the Academy will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
– It is important to identify the particular needs of individuals and groups within the Academy and to use targeted interventions to narrow gaps in achievement;
– It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
– A range of teaching methods to be used throughout the Academy to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

3.3 Promoting equality: Ethos and culture
– At St Columba C. of E. Primary Academy, we are aware that those involved in leadership of the Academy community are instrumental in demonstrating mutual respect between all members of the Academy community;
- There should be a feeling of openness and tolerance which welcomes everyone to the Academy;
- The pupils are encouraged to greet visitors to the Academy with respect;
- The displays around the Academy will be of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off site activities;
- Pupils are given an effective voice, for example through a School Council and through annual pupil surveys, as well as termly pupil interviews which regularly seek their views;
- Positive role models are used throughout the Academy to ensure that different groups of pupils can see themselves reflected in the Academy community.

3.4 Promoting equality: Staff recruitment and professional development
- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

3.5 Promoting equality: Countering and challenging harassment and bullying
- The Academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- Annually an anti-bullying week will be held in November to inform and challenge discriminatory behaviour throughout the Academy.
- The Academy has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Vice-Principal);
– The Academy reports to Governors (termly) and the PWDAT (annually) the number of prejudice related incidents recorded in the Academy.

### 3.6 Promoting equality: Partnerships with parents/carers and the wider community

St Columba C. of E. Primary Academy aims to work in partnership with parents/carers. We:

– Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the Academy;
– Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
– Encourage members of the local community to join in Academy activities and celebrations;
– Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

| The Equality Act 2010, came in force in October 2010 and introduced the term ‘protected characteristic’ to refer to aspects of a person’s identity explicitly protected from discrimination. Nine are identified: |
|---|---|
| – Race | – Religion and belief |
| – Disability | – Gender reassignment |
| – Gender | – Pregnancy and maternity |
| – Age | – Marriage and civil partnership |
| – Sexual orientation |

|
4 Responsibility for the policy
In our Academy, all members of the Academy community have a responsibility for the promotion of equalities

4.1 The Governing Body has a responsibility for ensuring that:
- The Academy complies with all equalities legislation relevant to the Academy community;
- The Academy’s equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the governing body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

4.2 The Principal and senior leadership have a responsibility for:
- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the Academy are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination.

4.3 All Academy staff have responsibility for:
- The implementation of the Academy’s equalities policy and action plans;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010;
Keeping up to date with equalities legislation by attending training events organised by the Academy, PWDAT or recognised training provider.

4.4 Measuring the impact of the policy
The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our Academy. As part of the action plan a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the Academy community and used to make improvements.
## 5 Equality objectives

*N/B: Each Academy is to complete this – advice can be obtained from the Academies Officer*

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<thead>
<tr>
<th>Ref</th>
<th>Objective</th>
<th>Measured by</th>
<th>Activity</th>
<th>Lead</th>
<th>Progress milestones</th>
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| 1   | PROMOTING EQUALITY - ACHIEVEMENT  
By July 2018, the percentage of girls making expected progress in Maths will be in line with the national average figures for expected progress. | Year 6 outcomes in July 2018. | Quality first teaching in Maths.  
Pupil Interviews ascertaining views of girls in Maths.  
Analysis of children not on track to make expected progress. Targeted intervention in place to support children. | Maths Leader | July 2017 – Reduction in gap between progress of girls and progress of boys in Maths at St Columba.  
2016 indicated that boys made progress similar to boys nationally whereas girls did not. |
| 2   | PROMOTING EQUALITY – ETHOS AND CULTURE  
Foster good relationships between all members of the school community encouraging openness and tolerance by respecting each other’s beliefs. | Reduction in the number of racist/bullying issues recorded at the Academy.  
Pupil Interviews. | Encourage all members of the school community to talk openly together via circle time/PHSE activities to promote positive behaviours for learning.  
ELSA to support vulnerable groups (Traveller, CP and Young Carers)  
CPD for staff on expectations. | Vice Principal | Termly pupil interviews.  
Half termly review of racist/bullying issues in log. |
| 3   | PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS  
Continue to ensure that parents/carers of all new children (including EAL, Traveller, SEND) are made to feel welcome.  
Continue to ensure that parental voice is heard and acted upon. | Anecdotal evidence of parental views gathered during face to face discussions.  
Parental feedback on transition for new entrants.  
Annual parental survey – December. | Ensure that on joining the Academy, parents are informed of communication methods and whether the Academy needs to make any adjustments to support them or their children.  
ELSA to support new entrants. | Vice Principal  
EYFS Leader | Review opportunities regularly and on an on-going basis.  
Transition Survey |
6 Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Anti-bullying and Behaviour Policies
- Attendance Policy
- Admissions Policy
- Academy Development/Improvement Plan
### 7 Appendix

#### 7.1 Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Equality Act 2010</td>
<td>40 years of equality and diversity legislation developed and combined into a single piece of legislation</td>
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<tr>
<td>SEAL</td>
<td>Social and Emotional Aspects of Learning</td>
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<tr>
<td>SEND</td>
<td>Special Educational Needs and Disabilities</td>
</tr>
<tr>
<td>KS</td>
<td>Key Stage</td>
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<tr>
<td>EIA</td>
<td>Equality Impact Assessment</td>
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<tr>
<td>SD/IP</td>
<td>Academy Development/Improvement Plan</td>
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<tr>
<td>SEF</td>
<td>Self-Evaluation Form</td>
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<tr>
<td>PHSE</td>
<td>Personal, Health and Social Education</td>
</tr>
<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>SENDCO</td>
<td>Special Educational Needs and Disabilities Co-ordinator</td>
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<tr>
<td>SLT</td>
<td>Senior Leadership Team</td>
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<tr>
<td>RAISE</td>
<td>Academy data compared to national data</td>
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<tr>
<td>GB</td>
<td>Governing Body</td>
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<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>SIAMS</td>
<td>Statutory Inspection of Anglican Methodist Schools</td>
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<td>QESO</td>
<td>Quality of Education Standards and Outcomes</td>
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<td>FSM</td>
<td>Free School Meals</td>
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<td>PWDAT</td>
<td>Portsmouth and Winchester Diocesan Academies Trust</td>
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