



Equality Policy

Statutory Policy

Created by: Mrs K Coomber

Date presented to Governors: 31.03.16

Action Plan reviewed: 03.10.16

Review Date: Autumn Term 2019

For public viewing

Link to other policies/ documents:

- Staff Policy
- CPD Policy
- Admissions Policy
- iPad Acceptable use Policy
- Accessibility plan
- Anti bullying policy
- SEND report and SEN Policy
- Pay policy
- Safer Recruitment Policy

St. Wilfrid's C of E Academy
Equality Policy



CONTENTS

1. RATIONALE	3
2. POLICY AIMS	3
3. THE EQUALITY ACT 2010	3
5. RESPONSIBILITY	5
LEADERSHIP	5
STAFF	5
STUDENTS	5
6. BULLYING	6
ACADEMY DOCUMENTS	6
APPENDIX 1 - EQUALITY ACTION PLAN	7

1. Rationale

Saint Wilfrid's is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. The main purpose of the Academy is to provide an excellent education, both academic and social, in a Christian context, to enable all its students to grow up to take their full part as citizens of this world and the next. We are therefore committed to promoting equality of opportunity for all in every aspect of Academy life. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. We will encourage and enable employees and students to achieve their full potential and flourish in an environment that is free from all forms of unfair treatment, discrimination and harassment. The values and ethos of the Academy are central to our Equality and Equal Opportunities Policy.

This policy outlines the commitment of the Governors and staff of the Academy to eliminate inequality. The Academy aims not to discriminate on grounds of social economic group; race; colour; nationality; culture; ethnic or racial origin; carer responsibilities; gender; gender recognition, pregnancy, sexual orientation; disability; age; appearance; religious or political belief; marital status; trade union activity; or any other conditions or requirements which cannot be shown to be justified.

This policy and will be ratified by the Governing Body in January 2016.

2. Policy aims

- To articulate the Academy's commitment to equality
- To ensure everyone who belongs to, or comes into contact with, our Academy community is valued and respected
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation
- To comply with statutory duties under equalities legislation

3. The Equality Act 2010

The new Equality Act came in to force on the 1st October 2010, bringing together several key pieces of separate legislation in to a single Act. This now provides the legal framework to protect the rights of individuals and to advance equality of opportunity for all.

The previous legislation merged in to the new Act are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual orientation) Regulations 2007

The purpose of this policy is to set out the Academy’s commitment to equality and the desire to offer equal opportunity, particularly to the students who come in to its’ care, but also to staff and all those with whom it has any dealings.

The Act defines 8 groups that are described as having ‘protected characteristics’ and one further group that is covered by certain, limited, aspects of the legislation. The groups are:

- Age
- Disability
- Gender
- Gender re-assignment
- Sexual Orientation
- Pregnancy & Maternity
- Race
- Religion and/or beliefs
- Marriage/civil partnership (for some limited aspects of the Act)

4. Academy Context

Saint Wilfrid’s Academy serves the Diocese of Blackburn. Its primary purpose is to provide an excellent faith-led education, based upon a strong Christian foundation. The student population reflects the demographic population of the surrounding area and the catchment area as a whole.

Basic characteristics of the Academy (based on 2015 ROL)

	Acade my	National
% Girls	51.7	49.6
% of students known to be eligible for free School Meals	17.6	28.2
School Deprivation indicator	0.20	0.22
% of students from minority groups	25.5	24.5
% of students English Additional Language (EAL)	10.4	13.6
% of students with Special Educational Needs (SEN) support	12.3	12.4
% of students with an SEN statement or Educational Healthcare (EHC) plan	2.4	1.8

The Academy is oversubscribed and student mobility is relatively low. The turnover of staff is around 7%. Most teaching staff move to gain promotion or for geographical reasons.

Staff Training

All staff have undergone Prevent, Safeguarding and CSE training. A number of staff have received specific VI training and where necessary staff are trained to meet additional specific needs of students e.g. Medical needs. Currently 49 staff are First Aid trained. At the start of the Academic year all staff are briefed about the needs of new students. Each year the ‘Green and Red’ book is circulated to all

staff so that the medical needs of students are known and can be addressed. Please see the SEND report and SEN Policy for additional information on how we support students with Special Educational Needs.

5. Responsibility

Leadership

The Governing Body will monitor and review the working of the policy and be responsible for its amendment as necessary. The Principal will ensure the policy is known to and understood by staff, students and parents and that the appropriate data is collected, monitored and published. The Leadership team are responsible for agreeing the Academy's equality objectives, monitoring progress and publishing outcomes. Working closely with the Principal and the Senior team, the Curriculum Vice Principal will ensure equality of opportunity in the curriculum.

All staff are responsible for following the policy and for following up and/or reporting all incidents of unequal treatment as appropriate and incorporating the principles of equality and diversity in all aspects of their work.

Staff

Recruitment

Decisions regarding how and where advertising of vacancies are placed should take in to account the Academy's commitment to enabling access. Candidates for vacant posts will be assessed similarly against relevant criteria only (e.g. skills, qualifications and experience). Information relating to protected characteristics will be excluded from consideration in the recruitment process. The Academy will collect and record information about the age, disability, gender and ethnicity, of candidates for after they have been appointed. This information is securely held in the Academy's database. Under the Equality Act 2010, in very limited circumstances, we have an exception that certain Senior roles in our Christian Academy require frequent attendance at a church which is part of churches Together 2009 or/ and the Evangelical Alliance. This particularly applies to the principal, Senior Vice Principal and Vice Principals.

Staff Development

All employees have a right to be developed in their role to the best of their ability. All must have equal access to training, career development and promotion. All colleagues joining the Academy will be provided with induction training that includes reference to our Equal Opportunities Policy. Records of staff training undertaken will be maintained and presented to Governors annually.

Colleagues becoming disabled whilst in employment will be given positive assistance to help them carry out their duties effectively. If an employee is struggling to fulfil his/ her duties outlined within their contract due to health reasons, the Principal may deem it necessary for them to undergo an Assessment from Occupational Health.

Students

Students have equal access to National Curriculum programmes of study (unless disapplied) and non-compulsory courses according to aptitude and ability. The Academy is committed to educational inclusion. Every student should be helped to develop a sense of personal and cultural identity and be

respectful to every member of the Academy community. The Leadership team will record student take up on courses at all key stages (as appropriate). These will be presented to the Principal and to Governors annually.

The Academy will collect and record information about the age, disability, gender, ethnicity, religion and other beliefs. It will also offer the opportunity for parents/carers/students to provide information about gender recognition and sexuality. This reflects the fact that questions regarding gender re-assignment and sexuality may be a sensitive subject for some parents/carers/students, particularly when transferring from primary school at the age of 11.

Academy, Learning Area and Pastoral development plans will have equality of opportunity at their heart. The Academy Behaviour for Learning Policy actively promotes equality of opportunity and positive attitudes. An awareness of issues regarding equal opportunity is heightened through the tutorial programme, messages within collective Acts of Worship and through the extensive PSHE programme and citizenship activities. It is our intention that every student should develop the knowledge, understanding and skills that they need in order to participate in our society and in the wider context of an inter-dependent world.

6. Bullying

The Academy is committed to eliminating all forms of bullying. Any incident of bullying, including cyber, homophobic or racist bullying, should be dealt with by the member of staff as soon as s/he are aware of the incident. Where the member of staff feels that this is of a more serious nature s/he should make the necessary referral to the relevant POD. (Pastoral Office). The POD will take appropriate action and inform parents as required. All events are to be recorded on SIMS under the most appropriate tab. Please see the Anti Bullying Policy for more information.

7. Organisation of the physical environment

Meeting venues will endeavour to take into account the needs of all participants. The Academy will make every reasonable effort to enable access for everyone, including those with physical disabilities.

Academy Documents

- The Academy will try to use plain English wherever possible.
- Documents will be made available in large print as required.
- The Academy will make use of, as necessary, translation services.

Appendix 1 - Equality Action plan

This action plan is a working document that identifies what we will be doing over the coming year to make our Academy accessible to the whole community, irrespective of background or need. The priorities are created from analysing performance data, attendance data, participation in extra curricular activities and learning experiences beyond the classroom e.g. School trips, alongside evidence from Student Voice, Parent Voice, Learning Area Reviews and Lesson observations.

The following areas addressed within this plan –

- The attainment of sub groups
- Participation in school activities
- Strategies to encourage all students to engage effectively in learning
- Strategies to reduce misconceptions surrounding bullying
- Careers and progression
- Staffing - CPD
- Attainment – Priority 1 – Asian Heritage progress

Objective	Action	Lead	Timeframe	Outcome	monitoring	RAG
Progress of Yr 11 Asian Boys	Asian students deemed at risk of not making at least expected progress are mentored 1:1 by staff. JC, RSL and KC regularly check data and liaise with mentors, students, parents and staff	JS	Sept 2016- July 2017	Asian male students will perform at least in line with their peers and National data.	JS/CES/KC	
Ensure students from an Asian Heritage background engage with Accelerated Reader programme and make expected levels of progress	Monitor both amounts of books read and the progress made by Asian Heritage students. Introduce reading mentors from the community and Sixth Form to act as a role model.	GHR	2016 - 2017	Asian Heritage students in years 7&8 make expected levels of progress in AR programme	GHR	

Attainment Priority 2 – Progress of Disadvantaged students

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Improve the progress (exceeding) of Boys in English	Working party established across the Academy. Teaching Strategies shared. Mentors identified for cohort of 'at risk boys'.	KC	Oct 2016 – July 2017	The gap between boys and girls is narrowed	CA/CES/JH/MSG	
Improve the progress (expected) of level 5 prior	Students who are deemed at risk of not achieving their expected progress are	CA/CES	Jan 2016 – July 2017	The gap between disadvantaged pupils and other pupils decreases	CA/CES/JH/MSG	

attaining students in English and Maths	mentored 1:1 by a member of staff. Students join intervention groups. RSL/CES/CA/MSG/JH /SJP/GP to monitor data on a regular basis and adapt intervention, liaising with mentors, students, parents and staff.					
---	--	--	--	--	--	--

Attainment Priority 3 – SEN

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Improve literacy skills of year 7 Access Group	Work closely with primary teacher to devise bespoke strategies	RS	Sept 2016 – July 2017	Students improve reading skills so they can access the curriculum	RS	

Participation in school Activities

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Wilfridian Award/ Pixl Edge	Create bespoke programs which foster skills and a mind-set to be successful within and beyond the classroom	AB/CA	Wilfridian Edge launch Oct 2016 Wilfridian launch Sept 2015	At least 80% of Year 7 achieve Wilfridian criteria and 70% of Year 8 Achieve Wilfridian Edge	CA	

Encourage students to engage effectively in learning

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Ensure all students in yrs7-11 have access to 1:1 device	All student either buy in to the scheme or loan a school iPad to ensure they can access technology to improve engagement and progress	NAS	Ongoing	Technology is used to inspire, engage monitor progress and subsequent teaching.	NAS	
VI provision to year 8 student	Ensure x can access the curriculum through large iPad, enlarged resources and LSA support. Ensure teaching staff are trained to support X.	RS	Ongoing	X makes at least expected levels of progress and feel a valued part of the Academy community	RS	
Improve consistency of marking	Through regular work scrutiny's and CPD ensure all marking is effective, promotes challenge and is acted upon by all students, specifically addressing PP	LAC/KC/Lead teachers	Sept 2016 - July	Students act on feedback and can articulate how this helps them make progress	KC	

	students who are underperforming					
Ensure all students can access a curriculum which they can achieve in	Introduce EDCL into curriculum plan for students who struggle to access GCSE programme to compliment the ASDAN programme	CA/JC	Sept 2016	Students are on appropriate programmes which develop their skills so they are best prepared for the next stage	JC	

Reduce misconception surrounding bullying

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Understand current perception regarding bullying	Re launch student voice to understand student perception. Evaluate the role of SHARP	JC/SS	Christmas 2016	Targeted intervention to address any student concern	JC/SS	
Increase students understanding of how to report Cyber Bullying and the consequences of Cyber Bullying	2 day ipad induction programme addressing Cyber Bullying and selfies. Parental training regarding E-safety	NAS	Nov 2016 Parent sessions in Spring	A reduction of reported Cyber Bullying. A greater awareness amongst students and parents of the implications and reporting mechanisms	NAS	
Educate regarding LGBT/Homophobic bullying	Through PSHE programme and business assemblies, reiterate the Academy's policy on this. Continue to train staff to increase awareness using material provided through Stonewall	JC	Ongoing – See PSHE mapping on Website	All students will grasp the reporting mechanism, consequences and why this is not tolerated, including a greater understanding of the wider implications	JC	

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Tackling racism and racist behaviour	Through PSHE programme and business assemblies, reiterate the Academy's policy, working closely with the Prevent Team. Restorative meetings and further targeted education (eg. Blackburn Rovers sessions) to address disaffected students. An educational course at BRFC is organised for students who	JC/ JS	Ongoing – See PSHE mapping on Website	All students will grasp the reporting mechanism, consequences and why this is not tolerated, including a greater understanding of the wider implications	JS/JC	

	are involved in racist incidents. The Academy has a zero tolerance policy. The Ethnicity Student Forum also works to reduce incidents.					
--	--	--	--	--	--	--

Improve careers and progression

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Raise aspirations of disadvantaged students	Teach First KS5 Aspire programme	CA	Start Dec 2015	More disadvantaged students progressing to study at HEI	CA/MTR	
Inform KS4&5 students of routes into education or local apprenticeships providing up to date information	Through PSHE days all student engage with Uni frog programme	CA/JC/MTR	Sept 2015	Students understand the possible routes post 16/ 18 and re therefore motivated to achieve.	MTR/JC	

Staffing - CPD

Objective	Action	Lead	Timeframe	Outcome	Monitoring	Rag
Create a more robust appraisal process for Support Staff	Using Bluesky and the new Standards for Support Staff, create a rolling programme of appraisal starting initially with LSAs	AM/KC	Sept 2016	All Support Staff will feel supported and their training needs recognised and addressed	CH	