



## Equality Policy

### 1. Policy

1.1 Mossbourne Parkside Academy (hereafter MPA) is an inclusive academy. We focus on the well-being and progress of every child and all members of our community are regarded to be of equal worth.

1.2 MPA believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that the Academy continues to tackle issues of disadvantage and underachievement of different groups.

### 2. Context

2.1 The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that the academy cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

2.2 Age and marriage and civil partnership are also "protected characteristics" but are not part of the Academy's provisions relating to pupils.

2.3 The Act requires all public organisations, including academies to comply with the Public Sector Equality Duty and two specific duties:

- The Public Sector Equality Duty or "general duty" - This requires all public organisations, including academies to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity between different groups and to foster good relations between different groups.
- Two "specific duties" - This requires all public organisations, including academies to publish information to show compliance with the Equality Duty and to publish Equality objectives at least every 4 years which are specific and measurable.

Mossbourne Parkside Academy recognises 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.

2.4 This policy describes how the Academy is meeting these statutory duties and is intended to be fully in line with national guidance. It includes information about how the Academy is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

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2.5 When developing the policy the academy took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

2.6 MPA notes that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

2.7 Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, as appropriate, information about our responsibilities under the Equality Act are also included in our Academy Development Plan, self-evaluation review or SE, Academy web site and newsletters.

2.8 There are also references in the behaviour, admissions, SEN and anti-bullying policies.

2.9 The ways in which the academy complies with its obligations in its role as an employer will be found in HR policies and procedures.

2.10 This policy is part of our commitment to promoting equalities and providing an inclusive Academy.

### 3. Key Principles

Our approach to equality is based on the following seven key principles:

3.1 All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

3.2 In MPA, difference is recognised, respected and valued and diversity is regarded as a strength. The Academy takes account of differences and strives to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. The Academy believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3.3 Positive attitudes and relationships are fostered. MPA actively promotes positive attitudes and mutual respect between groups and communities that are different from each other.

3.4 A shared sense of cohesion and belonging is fostered. The Academy wants all members of its community to feel a sense of belonging and to feel that they are respected and able to participate fully in academy life.

3.5 Good equalities practices are observed for staff. The Academy seeks to ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.

3.6 There are the highest expectations for all our children. The Academy expects that all pupils can make good progress and achieve to their highest potential.

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3.7 The Academy works to raise standards for all pupils, but especially for the most vulnerable. The Academy believes that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole academy.

#### **4. Steps Taken to Eliminate Discrimination, Harassment and Victimisation**

4.1 The Academy takes account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.

4.2 The Academy is aware of the Reasonable Adjustment duty for disabled pupils -designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

4.3 The Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

4.4 The Academy seeks to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

4.5 The Academy takes seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the academy.

4.6 The Academy actively promotes equality and diversity through the curriculum and by creating an environment which champions respect for all.

4.7 Academy admissions arrangements are fair and transparent. We do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

4.8 Behaviour, Exclusions and Attendance: The Academy Policy on Behaviour - Rewards, Sanctions and Exclusions - takes full account of the new duties under the Equality Act. The Academy makes reasonable, appropriate and flexible adjustment for pupils with a disability. The Academy closely monitors data on exclusions and absence for evidence of overrepresentation of different groups and take action promptly to address concerns.

4.9 Addressing prejudice and prejudice based bullying: The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. To this end it tackles:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- Prejudices around gender and sexual orientation, including homophobic and trans phobic attitudes

4.10 There is guidance in the Staff Handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. MPA treats all bullying incidents equally seriously.

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4.11 The Academy keeps a record of different prejudice-related incidents and provides a report to the governors about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with. This data is regularly reviewed and action taken to reduce incidents.

## 5. Steps Taken to Advance Equality of Opportunity Between Different Groups

5.1 The Academy knows the needs of our Academy population very well and collects and analyses data in order to inform our planning and identify targets to achieve improvements.

5.2 The Academy has procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.

5.3 The Academy collects data and monitors progress and outcomes of different groups of pupils and uses this data to support academy improvement. Action is taken to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

5.4 The Academy collects, analyses and publishes data:

- On the Academy population by gender and ethnicity;
- On the percentage of pupils identified as having a special educational need and/or disability and by their principal need or disability;
- By year group - in terms of ethnicity, gender and proficiency in English;
- On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English

5.5 The Academy publishes an analysis of standards reached by different groups at the end of each key stage:

- White British
- Black African
- Black Caribbean
- Mixed
- Turkish
- Asian (or Asian British)
- Free School Meals (And non-FSM)
- EAL
- All SEN
- SEN School Action and SEN statement
- SEN statements
- Looked after Children
- Known GRT
- Refugee

5.6 The Academy also collects analyses and uses data in relation to attendance and exclusions of different groups.

5.7 The Academy is aware that the legislation relates mainly to current but also to future pupils - we will for example, be sufficiently prepared if a visually Impaired, hearing impaired or Gypsy Roma Traveller pupil joins our academy.

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5.8 The Academy seeks to avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners, such as "less able", it uses a range of teaching strategies that ensures we meet the needs of all pupils and it provides support to pupils at risk of underachieving. It aims to be always alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

5.9 In addition to avoiding or minimising possible negative impacts of our policies, the Academy takes opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys

5.10 The Academy aims to ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary. It is also implementing an Accessibility Plan designed to increase the extent to which pupils with disability can participate in the curriculum, improve the physical environment and the availability of accessible information to disabled pupils.

5.11 Positive Action: MPA may take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy's equality objectives.

## **6. Steps Taken to Foster Good Relations**

6.1 The Academy seeks to prepare its pupils for life in a diverse society and ensures that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.

6.2 The Academy teaches about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.

6.3 The Academy seeks to use materials and resources that reflect the diversity of the Academy, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

6.4 The Academy promotes a 'whole academy' ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

6.5 The Academy seeks to provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

6.6 The Academy includes the contribution of different cultures to world history and that promote positive images of people.

6.7 The Academy provides opportunities for pupils to listen to a range of opinions and empathise with different experiences.

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6.8 The Academy promotes positive messages about equality and diversity through displays, assemblies, visitors, whole academy events (examples might be Black History Month, Deaf Awareness week, etc.).

6.9 The Academy includes equalities matters in our Newsletters to parents and Carers

6.10 Other ways in which the academy addresses equality issues include:

- Maintaining records of all training relating to equalities
- The retention of minutes of meetings where equality issues are discussed
- A rolling programme for reviewing all of our academy policies in relation to equalities and their impact on the progress, safety and well-being of our pupils.

6.11 In order to ensure that the work we are doing on equalities meets the needs of the whole academy community we:

- Review relevant feedback from the annual parent questionnaire, parents' evening, parent-academy forum and/or focus meetings or governors' parent-consultation meeting.
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children, from the Pupil Council, PSHCE lessons, and whole academy surveys.
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education
- Plans/Personalised Provision Maps, mentoring and support;
- Ensure that we secure responses and feedback at Governing Body meetings.

### 6.12 Equality Objectives

The objectives which we identify represent our academy's priorities and are the outcome of a careful review and analysis of data and other evidence, they also take into account national and local priorities and issues.

- Our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups will be evaluated. The academy analyses equality data to inform discussions about Equality Objectives.

### 6.13 Monitoring and reviewing objectives

- MPA reviews and updates its equality objectives every two years and reports annually to the governing body on progress towards achieving them.
- We involve and consult staff, pupils, governors and parents and carers.

## 7. Roles and Responsibilities

7.1 MPA expects all members of the academy community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. It will provide training, guidance and information to enable them to do this.

### 7.2 Governing Body

- The Governing Body is responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures and action plans are implemented.

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- A member of the Governing Body should have a watching brief regarding the implementation of this policy.
- Every governing body committee keeps aspects of the Academy's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the academy environment. Governors annually review the Equality Policy and evaluate the success of the academy's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

### 7.3 The Principal and Senior Leadership Team

- The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A member of the Senior Leadership Team has day-to-day responsibility for coordinating implementation of the policy and for monitoring outcomes. S/he will have expert and informed knowledge of the Equality Act.

### 7.4 Teaching and Support Staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver curriculum and lessons that reflect the academy's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of learning difficult
- Keep up-to-date with equalities legislation relevant to their work

7.5 The Academy will provide training and guidance on Equalities for all staff new to the academy as part of the induction procedure.

7.6 All visitors to the academy, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy MPA will provide guidance and Information to enable them to do this.

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