



EQUALITY & DIVERSITY POLICY

Reference this policy is aligned to with LCC	n/a
Agreed with Support Staff Trade Unions	n/a
Adopted by the Governing Body	Sep 20
Next Review Due	Sep 21
Agreed with Teacher Trade Unions and Professional Associations	n/a

Context

Welland Park Academy is a 960 place Academy in the south east of Leicestershire. It serves an area of deprivation and takes students from both in & out of County. The student and staff profile is multicultural, multi ethnic and multi faith with over eighteen different first languages spoken and over 3% of students speaking English as an additional language. Around 5% of the students are eligible for free school meals. SEN is currently 19% on our Inclusion register with 7% of the total cohort qualifying for EHCP or the K code on the register.

Legal Framework

The legal framework for this Policy is:

- Children Act 2004
- Equalities Act 2010
- Education and Inspections Act 2006
- Duty to promote Community Cohesion, Education and Inspections Act 2006

Scope

All staff and governors were consulted in the development of this policy. The policy can found on the 'Operational' drive and as a hard copy in the staff room and the Principal's office. The policy applies to **all** staff and students of the Academy and any visitors to the academy.

Vision Statement

Welland Park Academy is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are values which we foster. We are committed to the development of the whole person within a supportive and secure environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of their protected characteristic as outlined by the Equality Act. We endeavour to promote positive relationships with parents, governors and members of the wider community. At Welland Park Academy we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progressions, attainment and achievement. We do our best to fulfil our duty towards promoting community cohesion. We promote the notion of pride in living in Britain alongside the British values of democracy, individual liberty, the rule of law and tolerance and respect for those of different cultures and beliefs.

Purpose of the Policy

1. To provide a secure environment in which all our children can flourish and achieve
2. To provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
3. To prepare children for life in the diverse society of modern Britain where they can find their place as part of a local, regional, national and global community
4. To include and value the contribution or families to our understanding of equality and diversity

5. To provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation and age and improve our understanding of equality and diversity
6. To actively challenge discrimination and disadvantage
7. To make inclusion a thread which runs through our whole provision

Organisation

The curriculum and all the teaching and learning experiences offered at Welland Park Academy are planned with the requirements of this policy in mind. This includes the less formal aspects of school such as assemblies, extra-curricular activities, trips, visits etc. The Academy is aware of the Equalities Act 2010 and we are able to provide facilities as required by JCQ and as identified in the SEND exams policy and the Disability policy.

Responsibilities

The Governing Body is responsible for ensuring that the school complies with equality legislation and meets with the requirements to publish equality schemes. It also has to ensure that all policies and procedures are carried out and monitored and evaluated and all necessary recording procedures are in operation. The Governing Body is also responsible for following the LA's admissions code and ensuring equal opportunities practice is operated in staff recruitment and professional development. The Governing Body may be involved in dealing with serious breaches of the policy.

The Principal is responsible for managing the day- to- day implementation of the policy by ensuring that all staff receive appropriate training, actively challenging any discriminatory practice, dealing with reported incidents following LA guidance, ensuring everyone in the school complies with the policy expectations and producing timely reports for the Governors.

All staff are responsible for being vigilant at all times for any type of bullying and harassment and dealing effectively with any type of victimisation that may occur in school. They are responsible for identifying and challenging bias in either the curriculum or the school culture and they have a duty to promote equality and not discriminate on the grounds of race, gender, culture, age and sexual orientation. The staff team are responsible for promoting an inclusive curriculum and whole school ethos which reflects our diverse society and attending relevant training when necessary.

Monitoring and Evaluation

This policy will be reviewed annually. All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Relationship to other Policies

This policy underpins all practice and procedure at the school and therefore relates to all other policies.

Impact on Workload and Working Hours

The implementation of this Policy should not impact on staff workload. However, should policy reviews reveal an impact the Policy will be rewritten to take account of this.

Equality Objectives & EDIMs (Equality & Diversity Impact Measures)

The Equality Act requires public bodies to set Equality Objectives at least every four years, and they have to be 'stretching'. These are measured through the setting of EDIMs to accompany them. The Objectives and EDIMs for Welland Park Academy 2018/19 will be:

Equality Objective 1:

To ensure that the Academy is compliant with its duties under the Equality Act. EDIMs:

- Specific duties met by required date
- Equality Analysis put in place
- Equality Analyses carried out as part of monitoring and evaluation of data and School improvement and action plans

Equality Objective 2:

To narrow the gaps in achievement between KS2 and KS4 of the various groups in Welland Park Academy EDIMs:

- Reduce the gender gap in GCSE English results below the national average.
- Reduce the gender gap in GCSE Maths results to below the national average.

Equality Objective 3:

To address any under representation of boys/girls or particular ethnic groups in option choice subjects at KS4

EDIMs:

- Increase number of girls taking Computing by 3 (depending on the cohort)
- Increase numbers of girls taking GCSE PE by 20% (depending on the cohort)
- Increase number of boys taking Food, Cooking and Nutrition by 10% (depending on the cohort)

Equality Objective 4:

To ensure that our school is a safe and inclusive environment for all EDIMs:

- Aspire to increase the numbers of students who feel safe in the school to 100%
- Aspire to increase the numbers of students who feel that bullying, including homophobic bullying, is tackled effectively to 100%
- Aspire to increase the numbers of parents who feel that their child is safe at the school to 100%
- Aspire to increase the numbers of parents who feel that bullying, including homophobic bullying, is tackled effectively to 100%
- Aspire to ensure that all staff feel included in all aspects of school life
- Aspire to reduce fixed term exclusions by 25% (*taking into consideration our age range change)
- Aspire to continue that permanent exclusions remain at 0
- Aspire to ensure that any students or staff who consider that they are LGBT are able to comfortably learn and work in the school environment without fear or harassment

Equality Objective 5:

To continue to ensure that the diversity of the workforce and management profile of the school reflects the learner population and society as a whole EDIMs:

- Continue to ensure that all Academy recruitment procedures are followed (these are in line with LA procedures)

Impact on workload and Work Life Balance

The implementation of this policy should have minimal impact on workload and work-life balance. However, if the reporting and recording which is necessarily associated with this policy proves to be very onerous and begins to have an impact on workload, this will be taken account of in a review.