



# Equality Information & Objectives

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Head of EAL	Joanna Jargot
Review Cycle	4 Years
Governing Body Ratification	April 2021
Date shared with Academy Staff	April 2021
Review Date	September 2024
Legal Framework	<p>Skinners' Academy welcomes its obligations under the public sector equality duty and meets this by having due regard to the need to:</p> <ul style="list-style-type: none"> <li>• Eliminate discrimination and other conduct that is prohibited by the Equality Act (2010)</li> <li>• Advance equality of opportunity between people who share a protected characteristic and people who do not share it</li> <li>• Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it</li> <li>• Promote community cohesion under the Education and Inspection Act (2006)</li> </ul> <p>We recognise 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 (1988).</p>
Statutory Guidance	<p>Equality Act (2010), which introduced the public sector equality duty and protects people from discrimination</p> <p>The Equality Act (2010) Specific Duties: Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives</p>

	<p>This document is also based on Department for Education (DfE) guidance: The Equality Act (2010) and Schools.</p> <p>This document also complies with our funding agreement and articles of association.</p>
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**PURPOSE OF THE POLICY**

**Values**

Equality is entrenched in the Skinners' Academy values, specifically:

*Be Respectful - We are committed to upholding the values of equality and inclusion. We will not tolerate prejudice in any form.*

**Vision**

We believe that all members of the Skinners' Academy community are equal and we are committed to providing the necessary prerequisite skills, knowledge and experiences to ensure they have the opportunities to succeed.

Not only will our young people be successful and productive citizens but, they will be a source of influence in the society that they live in, ensuring that they make sustainable and authentic contributions for future generations.

**RESPONSIBILITIES**

**The Governing Body**

It is the Governing Body's responsibility to:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Academy, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Principal

It is the Equality Link Governor's responsibility to:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

**The Principal**

It is the Principal's responsibility to:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

**The Designated Member of Staff for Equality**

It is the Designated Member of Staff for Equality's responsibility to:

- Support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary.

### **All Staff**

All Academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

### **ELIMINATING DISCRIMINATION**

The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September beginning 2021.

Leadership receives regular equality training with respect to managing staff and promoting the equality duty.<sup>1</sup>

Our recruitment procedures are monitored and reviewed for equality of access to all roles across the Academy.

The Academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate<sup>2</sup>

### **ADVANCING EQUALITY OF OPPORTUNITY**

As set out in the DfE guidance on the Equality Act, the Academy aims to advance equality of opportunity by: Identifying, removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with special educational needs or disabilities, gay pupils who are being subjected to homophobic bullying, underachievement by pupils belonging to specific ethnic backgrounds or with SEND)

Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times, providing appropriate support for transgender staff and pupils, addressing the needs of members of the Academy with disabilities)

Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of Academy societies including those with mental health issues, those who have caring responsibilities and those who need additional support to engage fully)

In fulfilling this aspect of the duty, the Academy will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Track and record instances of discriminatory bullying with regard to different characteristics

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<sup>1</sup> We recognise regular leadership training as best practice and will seek to have a schedule of training identified by April 2021 – publication of this document

<sup>2</sup> See footnote 2

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **FOSTERING GOOD RELATIONS**

The Academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through our Academy Values (Skinner's' 6), The Skinner's' Way and different aspects of our curriculum. This includes teaching in RS, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Keeping each curriculum subject and area under annual review in order to ensure that they reflect in practice the principles set out above
- Raising awareness and understanding of a range of issues, cultural celebrations and religious observances throughout the year through a calendar of events and remembrances
- Holding assemblies that deal with a range of equality issues and providing further opportunities for pupils and staff to develop their understanding through the Advisory programme and Personal Development curriculum
- Working with our local and wider community. This includes inviting specialist speakers (including leaders of local faith groups, mental health organisations) to speak at assemblies, and organising Academy trips and activities based around the local community
- Implementing and evaluating initiatives to deal with tensions between different groups of pupils within the Academy. For example, our Academy council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the Academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures through our Parent Bulletin, Parent Coffee Mornings and Parent Engagement strategy.

We have and continue to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **EQUALITY CONSIDERATIONS IN DECISION-MAKING**

The Academy ensures it has due regard to equality considerations whenever significant decisions are made.

The Academy always considers the impact of significant decisions on particular groups. For example, when a Academy trip or activity is being planned, the Academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all genders
- Provides appropriate choices for meals (e.g. halal food).

The Academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning Academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

### **EQUALITY OBJECTIVES**

These objectives are set out for achievement over the next 4 years during which time they will be reviewed on an annual basis.

#### **Objective 1**

Improve pupil attainment:

Pupils with SEND, Bangladeshi pupils and Black Caribbean Pupils achieve a positive progress 8 score. Training and support provided to Middle Leaders and teaching staff addresses identified weaknesses in learning and teaching for these groups and lesson observation records show equal achievement for pupils in these groups.

#### **Objective 2**

Review recruitment and New Intake procedures and policies to ensure they promote and reflect the Academy commitment to equality and train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination by the beginning of the next academic year.

Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.

#### **Objective 3**

Visibly demonstrate our commitment to equality through an annual calendar of teaching, resources and events that promote knowledge, understanding and equality across the full range of protected characteristics and beyond.

Evaluation data from all stakeholders will show a positive trend in awareness and understanding of equality issues at the Academy.

### **MONITORING ARRANGEMENTS**

The Principal will update the equality information we publish at least every year.

This document will be reviewed by the governing board at least every 4 years.