EQUALITY INFORMATION AND OBJECTIVES - PUBLIC SECTOR EQUALITY DUTY (PSED)

Context

The PSED was introduced as part of The Equality Act 2010, which replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

Overall Aims and Scope of the Policy

Chellaston Academy is an academy where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Chellaston Academy we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of academy life. We seek to remove any

barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Aims:

- provide a secure environment in which all our students can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being);
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others.

Equality Objectives for Chellaston Academy

1. Continue to close the gap between PP and non PP students at a higher rate than the national average. (See Pupil Premium strategy plan for further details).

2. Improve the attendance and progress of EAL/PP students.

3. Reduce the exclusion rates of PP students in relation to non PP students (see Pupil premium strategy plan for further details).

4. Develop an increased understanding of the different religious groups within the Academy through the PSHE curriculum.

Leadership and Monitoring Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the academy complies with equality legislation;
- ensure that the academy's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Head teacher

It is the head teacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying.
- ensure that all visitors and contractors are aware of, and comply with, the school's equality objectives policy;
- produce a report on progress for governors annually.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the academy for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;

- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Community Cohesion

We are committed to supporting community cohesion by:

- developing a common vision and sense of belonging
- developing an appreciation of the diversity of people's backgrounds and circumstances
- creating opportunities for all learners to achieve their potential
- building strong and positive relationships

Engagement and extended services:

- Teachers have links with other schools and promote good role models when interacting with staff from other schools, through a range of activities.
- Learners have a strong voice and opportunities to take responsibility through our Student Councils.
- We engage parents through a range of activities, consultation evenings and focus groups to name but a few. Our pastoral system works with the EWO service, to improve children's attendance.
- We have strong links with external agencies including social services, the EWO service, the health service and police.
- Multi- agency working with voluntary agencies and private sector. Building networks and partnerships between services to encourage joint thinking and sharing of skills.
- Raising awareness in the community about the range of services on offer at the centre and locally.

Breaches of the Policy

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

Monitoring and Quality Assurance

- Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the academy meets its duty to positively promote diversity. (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity).

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