EQUALITY INFORMATION AND OBJECTIVES POLICY

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Person responsible for the Policy – Carlington Anderson

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Introduction

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Race	***All:***	Translation of key documents, equality guidelines, grievance procedure, exclusions policy, harassment & bullying policy, Academy Values, complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure, group race and equality policy.	Inclusion Policy, celebrate diversity, Academy Values.	School activities to promote positive attitude to support protected groups, community lettings and activities, celebrate diversity, Academy Values.	None
	Staff:	Equal Opportunities Statement, equality guidelines, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, one to one meetings with line managers, advice sought from HR, group dignity at work policy,	Those with protected characteristics included in policy development, Fair recruitment processes, document's translated.	Include staff with protected characteristics in activities, culture of academy, teamwork, staff briefings, monitoring of workforce, EAP Scheme.	None

		group recruitment & selection policy, group flexible working policy.			
	Pupils:	Admissions Policy, student equality data, racial incident forms, Principal's report, LGB minutes, comparable attainment data, SIMS records, analysis of 'micro population groups' as defined by Ofsted.	Tutor time, behaviour policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support and intervention, review exam results to determine actions and interventions, Student mentoring. School counselling Service, Student Council/Voice	Curriculum, SFA "Getting Along Together" unit in KS3 English encourages teamwork, regardless of race. Teachers are encouraged to discuss this issue within KS4 texts. Monitor types of bullying, content of graffiti, support national events, display flags from all countries. School Counselling Service, Student Council/Voice, tutor time addresses issues of discrimination.	None.

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Disability	***All:***	Harassment & bullying policy, DDA compliance, Academy Values, complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure.	Inclusion Policy, Equalities statement, DDA Compliance. DDA compliance, Academy Values.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, Academy Values.	None.
	Staff:	Equal Opportunities Statement, equality guidelines, Recruitment & Selection policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased returns, data on staff registered disabled, workplace adaptations, return to work meetings, group disability statement, group SEN and inclusion policy, group dignity at work policy, group recruitment & selection policy, group flexible working policy.	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, staff counselling, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	None
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made, evidence of exam access,	Assemblies, RE curriculum, parent's forums and workshops, discussions on tolerance, School	Curriculum, SFA "Getting Along Together" unit in KS3 English encourages teamwork, regardless of disability. Teachers are	None

		interviews with parents, DDA compliance, student support from Academy, Disability & Access Policy, SEN/School Action Plus, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Counselling Service, Student Council/Voice.	encouraged to discuss this issue within KS4 texts. Supporting students with disabilities, strategies in place, School Counselling Service, Student Council/Voice, tutor time addresses issues of discrimination.	

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Sex	***All:***	Complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure, harassment & bullying policy, Academy Values.	Equality Guidelines, Inclusion Policy, Academy Values.	HR policies and procedures, Academy Values.	None
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 121 meetings,	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	None.

		whistleblowing policy, recruitment and promotion data, group dignity at work policy, group recruitment & selection policy.			
	Pupils:	Admissions Policy, pupil results, evidence of improvement, pupil data, incident forms, SIMS, tutor time, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, School Counselling Service, Student Council/Voice.	Curriculum, SFA "Getting Along Together" unit in KS3 English encourages teamwork, regardless of gender. Teachers are encouraged to discuss this issue within KS4 texts. Syllabus data, training availability and attendance, assemblies, School Counselling Service, Student Council/Voice, tutor time addresses issues of discrimination.	None

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Gender Reassignment	***All:***	Complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure, harassment & bullying policy, Academy Values	Inclusion Policy.	Awareness of nationally recognised support groups who provide info – e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, School Counselling Service, Academy Vision Statement. Participate in the Stonewall Diversity Champions programme.	None
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data for	Transgender colleague included in Steering Group and policy development. Staff training, clear recruitment processes, EAP scheme. Easy access to informed, relevant	EAP scheme.	None

		transgender, policy/guidance for staff transition, group dignity at work policy, group recruitment & selection policy.	advice via transgender colleague.		
	Pupils:	Recording all equalities incidents, policy/guidance on pupil transition, incident reports, Admissions Policy.	School Counselling Service, Student Council/Voice, Students Policy.	Curriculum, SFA "Getting Along Together" unit in KS3 English encourages teamwork, regardless of background. Teachers are encouraged to discuss this issue within KS4 texts. Monitor types of bullying, content of graffiti, School Counselling Service, Student Council/Voice, tutor time addresses issues of discrimination.	None

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Pregnancy & Maternity	***All:***	Complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure, harassment & bullying policy, Academy Values, adoption leave & pay policy, group maternity leave & pay policy, group parental leave policy, group paternity leave & pay policy.	Compliance with Guidelines and Policies, Inclusion Policy.	On-going communication and support, Academy Vision Statement.	None
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and	Compliance with legislation, maternity entitlements, Flexible Working	Celebration of pregnancies and births, KIT days, risk assessments completed, invitations to	None

		promotion data, rate of return post maternity leave, HR policies and procedures, Adoption Policy, Grievance Procedure, group dignity at work policy, group recruitment & selection policy, group flexible working policy.	Requests/adjustments made.	academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, tutor time/PHSE, Admissions Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, curriculum, results analysis, specialist centres, School Counselling Service, Student Council/Voice, specialist support for pregnant students through alternative off site education provision.	Curriculum, SFA "Getting Along Together" unit in KS3 English encourages team work, regardless of status. Teachers are encouraged to discuss these issues within KS4 texts. Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, on-going communication and support, liaison with parents, risk assessments completed, assemblies, School Counselling Service,	None

				Student Council/Voice, tutor time addresses issues of discrimination.	

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Age	***All:***	Complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure, harassment & bullying policy, community Cohesions Policy.	Compliance with age equality guidelines.	Academy Values.	None
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and	Compliance with age equality legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	None

		promotion data, age profile of staff, HR policies/procedures and guidance, CPD availability and attendance, Academy Values, group dignity at work policy, group recruitment & selection policy, group flexible working policy, group retirement guidelines.			
	Pupils:	Child Protection Policy		Curriculum, SFA "Getting Along Together" unit in KS3 English encourages teamwork, regardless of age. Teachers are encouraged to discuss this issue within KS4 texts. All events inclusive, school work experience, community volunteers, curriculum progression, guest speakers, assemblies, Student Council/Voice, tutor time addresses issues of discrimination.	None

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Religion and Belief	***All:***	Complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure, harassment & bullying policy, Academy Values, group race and equality policy.	Inclusion Policy, Faith Room available, time off for religious observation.	Community links, lettings.	None
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data,	Fair recruitment processes, documents translated, adapted facilities for washing, Faith Room available, fair recruitment processes, prayer time permitted.	Assemblies, awareness and community involvement, Faith Room available, time off for religious observation, staff briefings, school's calendar adapted to	None

		121 meetings with line managers, group dignity at work policy, group recruitment & selection policy, group flexible working policy.		meet the needs of majority religious group, Academy Vision Statement.	
	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy.	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, School Counselling Service, Student Council/Voice.	Curriculum, SFA "Getting Along Together" unit in KS3 English encourages teamwork, regardless of religion or belief. Teachers are encouraged to discuss this issue within KS4 texts. Students provided with time and space to observe, assemblies, community involvement, Faith Room, time off for religious observation, School Counselling Service, Student Council/Voice, School calendar adapted to meet the needs of majority religious group, tutor time addresses issues of discrimination.	None

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Sexual Orientation	***All:***	Complaints policy, equal opportunities policy & statement, group ethos, vision and values, group disciplinary procedure, group equality guidelines, group grievance procedure, harassment & bullying policy, Academy Values.	Inclusion Policy.	Academy values, briefings.	None
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 121 meetings, recruitment data, grievance outcomes, group	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, 121s, assemblies.	None

		dignity at work policy, group recruitment & selection policy.			
	Pupils:	Admissions Policy, tutor time, incident forms, LGB minutes, comparable attainment data, SIMS, Student Support Panel, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	School Counselling Service, Student Council/Voice. Rainbows club every Tuesday for students	Curriculum, SFA "Getting Along Together" unit in KS3 English encourages teamwork, regardless of sexual orientation. Teachers are encouraged to discuss this issue within KS4 texts. Team work, any needs identified and strategies put in place to support students, assemblies/guest speakers, School counselling Service, Student Council/Voice. Participation in the Stonewall Diversity Champions programme.	None

EQUALITY OBJECTIVES

Protected Characteristic	Group	Objective	Deadline
Race	All Staff Students	None review February 2023	
Disability	All Staff Students	None review February 2023	
Sex	All Staff Students	None review February 2023	
Gender Reassignment	All Staff Students	None review February 2023	
Pregnancy and Maternity	All Staff Students	None review February 2023	
Age	All Staff Students	None review February 2023	
Religion and Belief	All Staff Students	None review February 2023	

Sexual Orientation	All Staff Students	None review February 2023	