



**TARLETON**  
ACADEMY

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# Equality Information & Objectives Statement (Public Sector Equality Duty)

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# Equality Information & Objectives Statement

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## **Purpose**

The purpose of this document is to establish Tarleton Academy's Equality & Diversity Policy & Objectives. It defines the academy's commitment to ensure that equality of opportunity is available to all members of the Academy community by understanding and tackling the different barriers which could lead to unequal outcomes for students, whilst celebrating and valuing the achievements and strengths of the Academy community.

## **Statement of Principle**

This policy reflects the Academy's commitment to advancing equality of opportunity, eliminating discrimination and harassment and fostering good relations and is directly linked to the Academy's strategic aims ([Vision, Motto and Strategic Aims](#));

- Outstanding education at the heart of the community
- Every individual becoming the best that they can be
- Consistently high quality teaching which places the learning of the individual at the heart of everything
- A total commitment to a caring environment, where everyone feels safe and valued
- Support and challenge through inspirational and engaging leadership

At Tarleton Academy, equality is a key principle for treating all people fairly and creating an environment where everyone has the opportunity to fulfil their potential irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## **Scope**

This policy outlines the commitment of all staff, students and governors to ensure that equality of opportunity is available to all members of the Academy community. This means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups in the Academy, whilst celebrating and valuing the achievements and strengths of all members of the Academy community.

This includes:

- Students,
- Staff,
- Parents,
- Governors,
- Visitors,
- Multi-agency staff linked to the Academy,
- Trainees on placement.

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## **Definitions**

Tarleton Academy – The Governing Body of Tarleton Academy (the Academy).

Parents – meaning a person or persons having parental responsibility for a student.

The Equality Act 2010 - the Act which consolidates and replaces the previous discrimination legislation for England, Scotland and Wales. The Act introduced the Public Sector Equality Duty (PSED) which imposes certain duties on public sector organisations including schools. The Academy Governing Body is responsible for ensuring that Tarleton Academy meets the requirements of the PSED.

## **Background**

The Equality Act 2010 provides a single, consolidated source of discrimination law and states that schools cannot unlawfully discriminate against students because of the following protected characteristics,

- Gender,
- Ethnicity,
- Disability,
- Religion or belief,
- Sexual orientation,
- Gender reassignment,
- Pregnancy or maternity.

Age, marital and civil partnership status are also protected characteristics but not in relation to students.

## **Implementation of Policy**

There are two specific duties that the Academy must comply with,

- To publish and review annually information to demonstrate how the Academy is complying with the PSED,
- and,
- To prepare, publish and update Equality Objectives every four years.

In order to achieve the above requirements the Academy collects and analyses a range of quality information including,

- Attainment and performance data,
- Attendance data,
- Exclusions,
- Involvement with extended learning opportunities,
- Complaints,
- Local community profile
- Academy population profile

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- Parental involvement and feedback
- Student involvement and feedback
- Intervention
- Behaviour

The above data is analysed against all of the protected characteristics and appropriate actions are assigned.

This information and analysis is used to inform the School Development Plans and generate the Academy Equality Objectives.

When considering any Equality Objectives the Academy is permitted to take “Positive Action” and target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. This will be in a proportionate way to achieve a relevant aim, for example providing mentoring and intervention schemes and special projects for under achieving boys.

Other policies and plans are in place to support the Equality & Diversity Policy and Objectives including,

- Tarleton Academy Anti Bullying Policy
- Tarleton Academy Attendance Policy
- Tarleton Academy Behaviour Policy
- Tarleton Academy Complaints Policy & Procedures
- Tarleton Academy Special Educational Needs Policy
- Tarleton Academy Admissions Policy.
- Tarleton Academy Accessibility Plan

When new policies are introduced or policies & practices change, we will use the Equality Check pro-forma to consider the impact on equality.

Although this policy is the key document for information about our approach to equalities in line with the PSED, we also ensure that information about our responsibilities under the Equality Act are included in our School Development Plan, self-evaluation review, the Academy prospectus and the Academy website.

Feedback and comments from key stakeholders will be taken into account as part of the monitoring and review process to determine the effectiveness of the policy. This feedback will form the basis for future targets and the continued development of our commitment to equality.

## **Promotion of British Values**

The Department for Education have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy.

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At Tarleton Academy these values are reinforced regularly in the following ways,

## **Democracy**

Students have the opportunity to have their voices heard through our Student Council.

## **The Rule of Law**

The importance of Laws, whether they be those that govern the class, the Academy, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

## **Individual Liberty**

Within school, students are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our Acceptable Use Policy and PSHCE lessons.

## **Mutual Respect**

The Academy Ethos & Values and Behaviour Policy includes respect as a core value. Respect for others is reiterated through our classroom and learning rules and the Behaviour Policy.

## **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing students understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. These include assemblies and discussions involving prejudices and bullying, educational visits that link directly to developing our students' cultural awareness and understanding and is supported by learning in RE and PSHCE.

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## **Characteristics of Tarleton Academy**

### **Student Profile**

Tarleton Academy is a mixed, non-denominational, comprehensive Academy for Years 7-11 and currently there are 630 students in total. The gender split for the Academy is 51% girls, 49% boys.

The majority of our students are White British, 91%, but there are a number from the following ethnic groups: Any Other Mixed Background, White Asian, White & Black Caribbean, Any Other Ethnic Group, Any Other White Background. For 4% of students information is not yet obtained or information has been refused.

English is an additional language for 22 students. First languages spoken by these students include Arabic, Believed to be English, Other Than English, Polish and Portuguese.

Our admission criteria make no reference to ability and students enter the Academy with a wide range of abilities and Key Stage 2 results. There are currently 40 students on the SEN register and of these students 11 have statements and types of SEN need include Specific Learning difficulty, Moderate Learning Difficulty, Behaviour, Emotional & Social Difficulties, Speech, Language & Communication, Hearing Impairment, Physical Disability, Autistic Spectrum Disorder and Other Difficulty.

127 students have been identified as Able, Gifted and Talented.

There are 43 students who are eligible for Free School Meals. There are 3 Children Looked After who are in Local Authority Care. Students come to us from a wide geographical area and therefore from a number of differing social and family backgrounds.

### **Staff Profile**

Equality data is only required in a Academy that employs 150 staff or more

### **Governors Profile**

The Governing Body is made up of staff, parents, and representatives of the Academy Members together with other appointees. This mix of people provides a variety of individual talents and a wealth of experience from within the teaching profession and beyond

The Governing Body has 15 members and the gender ratio is 11 female to 4 male. With the Headteacher, there are 6 Parent Governors, 3 Staff Governors, 2 Appointed Governors and 3 Co-opted Governors. No reference is made to religious beliefs or faith commitment.

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## **Academy Site Profile**

The Academy site comprises a number of multi-level buildings of various ages. Access for the physically disabled using a wheelchair is limited to the ground floor rooms. Four disabled toilets are available in the ground floor of the Lune Building, Ribble Building, Aisling Building and an accessible changing and toilet facility in the Community Sports Hall.

## **Ethos**

At Tarleton Academy we fulfil our commitment to the principles of this policy by,

- Valuing diversity
- Actively promoting good interpersonal relationships
- Promoting an atmosphere of mutual respect and trust among all members of the Academy community
- Ensuring that everyone is treated with respect and dignity

We aim to provide a secure environment in which all students can flourish and reach their full potential. Our learning environment encourages all individuals to feel a sense of belonging and helps to prepare students for life in a diverse society.

The main aim is to create an inclusive community where discrimination and stereotypes regarding gender, disability, religion or belief, sexual orientation and age are actively challenged.

We value the contribution of all members of the Academy community to assist our understanding of the views and needs of different groups. We will use these contributions and feedback to improve our understanding and assist with planning for the promotion of equality and diversity in our Academy community.

## **Monitoring and Review**

We regularly collect and analyse student information which is used to inform our policies and practices. Information regarding students is analysed to identify any problems, needs or concerns of ethnic groups, students with disabilities or Chronic Illness, those eligible for free Academy meals, Children Looked After, SEN students and those identified as Able, Gifted and Talented. Analysis of trends by gender is also a consideration.

Data that is collected and monitored in such a way relates to the following areas:

- Student achievement, attainment and performance
- Behaviour
- Attendance
- Exclusions
- Incidents of racism, sexism, homophobia and religious or disability discrimination

We make regular assessments of students' learning and use these to track progress. As part of this we monitor the performance of different groups to ensure that all students are making the best possible progress. We use this information to adjust future teaching and learning

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plans as necessary. Intervention strategies and extra resources are available to support groups of students who are not performing as well as they could be.

Academy performance information is compared to national and local data to ensure that students are making appropriate progress compared to other schools and to schools in similar circumstances.

Our monitoring activities help us to identify any differences in student performance and provide specific support as required, whether this is through teaching and learning or pastoral support.

It allows us to take appropriate action to meet the needs of specific groups and make necessary improvements.

The Academy works in partnership with parents and primary schools, to identify students who have a disability or chronic illness through our new intake meetings and transition meetings with primary schools. We collect data and monitor progress and outcomes of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example for those making slow progress in acquiring age-appropriate literacy and numeracy skills and for those with emotional, social and personal skills.

The Academy has a philosophy of inclusion and celebrates the differences between all students to ensure that “every child gets what they need”. Examples of this include,

- The Year 7 and Year 8 Nurture Group which caters for those students who come to us with below average age related achievement. We focus on literacy and a “creative curriculum” which is flexible to gender or interests. The Nurture Group curriculum aims to give the students the tools to join mainstream school.
- Tracking Intervention Programme which focuses on Maths and English intervention during tutor time.
- Strategies to engage under achieving male students.
- Integration of students where English is not their first language.
- Use of Academic Reports with targets to allow students to be monitored by teachers by subject and personal tutors and to allow students to reflect on each lesson and be accountable.

### **Learning Environment and Resources**

We know the needs of our Academy population very well, and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

There is a positive learning environment for all students at Tarleton Academy. A range of teaching methods are used throughout the Academy to ensure effective learning takes place at all stages for all students. Adults in the Academy work hard to be positive role models in their approach to all issues relating to equality of opportunity. All students are encouraged to be actively involved in their own learning.

We endeavour to provide an environment in which all students have equal access to all facilities and resources. Consideration will be given to the physical learning environment (both internal and external) including displays and signage. The Accessibility Plan describes the targets and goals for providing premises that are suitable and sufficient for all educational



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purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

The provision of good quality resources is also important and consideration will be given to how resources and materials used demonstrate a variety of points of view and reflect the reality of an ethnically, culturally and sexually diverse society. Resources should show positive images of males and females in society and should not encourage stereotyping of particular groups. We will endeavour to make resources accessible to all members of the Academy community.

Students will be provided with opportunities to appreciate their own culture and religions and to celebrate the diversity of others. Students will develop skills to detect bias, challenge discrimination and identify problems of injustice and inequality.

It is important that all members of the Academy community use appropriate language which does not transmit or confirm stereotypes and does not cause offence. Language and communications should create and enhance positive images of particular groups and create conditions for all people to develop their self-esteem. Accurate language should be used when referring to particular groups or individuals and where this is not the case it should be challenged.

## **Curriculum and Extra Curricular Activities**

All students have access to a broad and balanced curriculum and a wide range of extra-curricular activities. Planning and delivery takes account of the needs of different groups and is sensitive to the diverse student population and challenges stereotypes.

Students have opportunities across the curriculum to explore concepts and issues relating to identity and equality and steps are taken to ensure that all students have access to the mainstream curriculum by taking into account their cultural backgrounds, linguistic needs and learning styles.

All students have access to qualifications which recognise attainment and achievement and promote further progression.

There is an inclusion policy for all students taking part in Physical Education with the emphasis of doing all activities to the best of their ability. All students are encouraged to take part in extra-curricular activities.

## **Pastoral Care and Guidance**

At Tarleton Academy emphasis is placed on the benefits and value that diversity brings to the community, rather than focusing on challenges. Positive role models are used throughout the Academy to ensure that different groups of students can see themselves reflected in the Academy community.

Pastoral staff take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

All members of the Academy community are encouraged to tackle discrimination and report any incidents as appropriate. Anyone who experiences any form of discrimination is given

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appropriate support and it is recognised that perpetrators of this discrimination may also be victims who require support. Where possible, a restorative approach is preferred to educate perpetrators, build more positive relationships and prevent further re-occurrences of discrimination.

All students are encouraged to consider the full range of further educational and career options available to them with no discriminatory boundaries placed on them due to their disability, gender, race or sexual orientation (whilst acknowledging that a disability may impose some practical boundaries to some career aspirations).

### **Staff Recruitment and Training**

As an Academy we are committed to fair and safe recruitment processes. All staff involved in recruitment and selection are given guidance as to what they should do to avoid discrimination and ensure good practice throughout the process.

The Academy encourages the career development and aspirations of all Academy staff. Access to and uptake of training and professional development opportunities is available to all.

It is also Academy policy to provide staff with training and development that will increase their awareness of the needs of different groups of students.

### **Student Involvement**

The Student Council, Student Voice and Student Panels provide an opportunity to all students to provide feedback to staff to ensure that an equality of opportunity is available to all members of the student community.

### **Parent Partnerships**

The Academy works with parents to help all students to achieve their full potential. All parents are encouraged to participate in the full life of the Academy and efforts are made to remove any potential barriers to participation.

Feedback from parents will play an important role in the development and future of this policy. The Academy has formed links with local community groups, establishments and individuals so that they can play a role in the life of the Academy and in turn encourage our staff and students to make contributions to the wider community.

Data is collected from parents during their attendance at Parent Evenings, including completing a questionnaire as an opportunity to provide feedback. Where language difficulties may prohibit parents attending the Academy will consider employing translators.

### **Positive Action**

The Academy takes 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.

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## **Roles and Responsibilities**

It is the responsibility of the Academy governing body to ensure that the Academy complies with statutory requirements in respect of this policy and objectives.

The Headteacher is responsible for the implementation of this policy and will ensure that staff are aware of their responsibilities, are given appropriate training and support and report progress to the governing body.

Staff will promote the aims and values of this policy by ensuring an inclusive and collaborative ethos. They will challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for students with additional needs and maintain a good level of awareness of equality issues.

All members of the Academy community have a responsibility to treat each other with respect, to feel valued and to speak out if they witness or are subject to any inappropriate language or behaviour.

All visitors to the Academy should adhere to our commitment to equality.

## **Commissioning and Procurement**

As part of our commitment to equality, we will ensure that we buy services from organisations that comply with equality legislation. This will be a factor in any tendering process.

## **Complaints Procedure**

The Academy Complaints Procedure covers all complaints against the Academy and is available on the Academy website and should be used for any complaints about the implementation and operation of this policy.

## **Publicising the Policy and The Action Plan**

This policy with objectives and the accompanying objectives will be published on the Academy website and paper copies will be available on request. Staff will receive information about the policy in the staff handbook and as part of induction process. Information will be provided to students through the School Council.

## **Monitoring and Reviewing Objectives**

The Academy will review and update our equality objectives every 4 years and report annually to the Governing Body on progress towards achieving them. The review will involve consulting pupils, staff, governors and parents.

## **Annual Review of Progress Against the Equality Objectives**

An annual report will be produced, showing progress and performance in relation to the objectives set out in this policy. This report will be used by the Senior Leadership Team and the Governing Body to review progress and set further targets.

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## Equality Objectives

Objectives are agreed and set and included in the School Development Plan.

Our main objectives are currently:

- Achieve the Inclusion Quality Mark (IQM)
- Extend the monitoring of student behaviour according to particular groups
- Promote the take up of extra-curricular activities especially with Pupil Premium students
- Continue to analyse data for students receiving FSM including attendance with intervention as appropriate
- To use Equality Check pro-forma on all new policies and practices and during the review of existing policies.
- Continue to raise staff understanding of SEN and associated strategies
- Actively plan to raise motivation, engagement and achievement of middle ability boys

Version	Date	Comments
V1.0	11/2/14	First version agreed by the Resources and Audit Committee 11 <sup>th</sup> February 2014
V2.0	13/11/14	Document Renamed from Equality & Diversity Policy & Objectives  Amended to include British Values  Reference added to the Academy Accessibility Plan

DOCUMENT APPROVAL	
Signed: Resources and Audit Committee	
On behalf of the Governing Body	
Document Review:	SLT Governing Body
Approval Date:	13 <sup>th</sup> November 2014
Proposed Review:	Reviewed Every Four Years