



**Wandle Valley  
Academy**

## **EQUALITY POLICY**

Last Review Date	27/10/2020	Review Period	4 Years
Next Review Date	September 2025	Type of Policy	Statutory

## 1.0 LEGAL DUTIES

1.1 As a school we welcome our duties under the Equality Act 2010.

The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

1.2 We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

1.3 A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including men, women, trans-men and trans-women)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

1.4 In advancing equality of opportunity:

- We aim to remove or minimise disadvantages suffered by people due to their protected characteristics;
- We aim to meet the needs of people who share certain protected characteristics where these are different from the needs of other people;
- We encourage people who share certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

1.5 In order to meet our general duties, listed above, the law requires us to meet some specific duties to demonstrate how we meet the general duties.

1.6 These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- prepare and publish equality objectives

1.7 To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.

This will include the following functions:

- admissions

- attendance
- attainment and progress
- exclusions
- prejudice related incidents
- participation

2.0 Our objectives will detail how we will ensure equality is applied to the functions listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

3.0 We use evaluation and data collection to inform our decision-making and assess the impact on equality of our decision-making, policies and practices. We also welcome our duty under the Education Act 2011 to demonstrate how the education we provide meets the needs of the range of pupils at Wandle Valley Academy.

4.1 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 1998.

4.2 In fulfilling our legal obligations we will:

- Recognise, respect and celebrate diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Tackle prejudice and promote understanding between people from different groups
- Observe good equalities practice, including staff recruitment, retention and development, and procurement
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that the communities within, around and beyond our school will benefit
- Follow guidance from local authorities, Human Resources, on equality in recruitment, selection and employment
- Use Wandle Valley Academy's complaints procedure initially to deal with any complaints under the Equality Act 2010, use the Questions Procedure and, for any complaints not resolved internally, use the local authority complaints procedure.

## 5.0 OUR ETHOS AND MISSION STATEMENT

Wandle Valley Academy is a SEMH School which is, valued by its local community.

5.1 Our children are often disadvantaged in more than one area. For this reason it is essential that the daily practice of Wandle Valley Academy demonstrates that it is a fair and just place. It will be a place where pupils are listened to and where the routines, structures and curriculum are designed to raise self-esteem, promote motivation and support achievement. Wandle Valley Academy will strive to be a place where the complex needs of our pupils can be met.

5.2 In the light of this statement we believe the following issues need to be constantly considered and reviewed in the work we do:

- Pupil achievement
- Expectations – in terms of that academic and behavioural achievement

- Success and rate of reintegration
- Access to the National Curriculum
- Planned differentiation by task as well as by outcome
- Reflections of a variety of cultures and beliefs (within the curriculum, and displayed around the Academy)
- Rights and responsibilities
- Cultural breadth within the staff

5.3 The staff are committed to these ideals. We understand that all people – adults and children – need to feel valued and respected in order to be able to achieve to the best of their ability.

6.0 Our primary aims are:

- To offer a secure and carefully structured environment where disaffected and/or permanently excluded pupils develop as confident and independent learners able to achieve their best outcomes.
- To facilitate (where appropriate) and support the successful reintegration of pupils into schools.
- To promote the values of citizenship, courage, friendship, equality, determination, inspiration, mutual respect and tolerance.

## 7.0 AIMS

Wandle Valley Academy aims:

- To encourage pupils, whatever their abilities and aptitudes, to develop enquiring minds, the ability to debate and discuss rationally, and to acquire knowledge and understanding;
- To encourage parent/carers and the community to be involved with the whole life of Wandle Valley Academy, fostering an awareness of Wandle Valley Academy as an integral part of the community;
- To encourage pupils to appreciate their own worth and culture, as well as that of others from around the world, in order that they reach a better understanding of the world and society;
- To encourage pupils to make progress in their learning commensurate with their abilities in each National Curriculum key stage;
- To challenge prejudice.

## 8.0 ADDRESSING PREJUDICE RELATED INCIDENTS

Wandle Valley Academy is opposed to all forms of prejudice and we recognise that children and members of our school community who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to reduce the likelihood of any incidents.

## 9.0 RESPONSIBILITIES

We believe that promoting equality is the whole unit's responsibility.

9.1 School Community Responsibility:

### 9.1.1 The management Committee:

- Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
- Monitoring progress towards achieving equality objectives.
- Publishing data and publishing equality objectives.

### 9.1.2 Headteacher:

As above including:

- Promoting key messages to staff, parent/carers and pupils about equality and what is expected of them and can be expected from Wandle Valley Academy in carrying out its day to day duties.
- Ensuring that all Wandle Valley Academy community receives adequate training to meet the need of delivering equality, including pupil awareness.
- Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.

### 9.1.3 Senior Management Team

- Supporting the Headteacher as above.
- Ensuring fair treatment and access to services and opportunities.
- Ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.

### 9.1.4 Teaching Staff

- Contributing to ensuring the right outcomes for pupils.
- Upholding the commitment made to pupils and parents/carers on how they can be expected to be treated.
- Designing and delivering an inclusive curriculum.
- Fostering an understanding and acceptance of diversity.
- Are non-discriminatory.
- Ensuring own awareness of the responsibility to record and report prejudice related incidents.
- Keep up to date with Equalities Legislation by attending training and information events organised by Local Authorities or other relevant authorities.
- Provide appropriate breadth of content in relation to Wandle Valley Academy and the wider community.

### 9.1.5 Non Teaching Staff

- Supporting Wandle Valley Academy and the Management Committee in delivering a fair and equitable service to all stakeholders.
- Upholding the commitment made by the Headteacher on how pupils and parents/carers can be expected to be treated.
- Supporting colleagues within Wandle Valley Academy community.
- Ensuring own awareness of the responsibility to record and report prejudice related incidents.

### 9.1.6 Parent/carers

- Taking an active part in identifying barriers for Wandle Valley Academy community and in informing the Senior Leadership Team of actions that can be taken to eradicate these.
- Taking an active role in supporting and challenging Wandle Valley Academy to achieve the commitment given to Wandle Valley Academy community in valuing diversity, tackling inequality and achieving equality of opportunity for all.

### 9.1.7 Pupils.

- Supporting Wandle Valley Academy to achieve the commitment made to tackling
- inequality.
- Upholding the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.

### 9.1.8 Visitors and contractors:

- Should be aware of and comply with Wandle Valley Academy's equality statement.

### 9.1.9 Local Community

- Taking an active part in identifying barriers for Wandle Valley Academy community Members and informing the Senior Leadership Team of actions that can be taken to eradicate these.
- Taking an active role in supporting and challenging Wandle Valley Academy to achieve the commitment made to Wandle Valley Academy community in tackling inequality and achieving equality of opportunity for all.
- Promoting respect for diversity.

9.1.10 We will ensure that the whole school community is aware of the Equality Policy and our published equality information and equality objectives by publishing them in Wandle Valley Academy newsletters and/or on the website.

## 10.0 Breaches

- Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and Local Governing Body.

## 11.0 Physical Disabilities

Improved provision for potential future pupils with physical disabilities will be mapped out within the Access Plan. For any pupils with physical disabilities who are required to attend Wandle Valley Academy in advance of necessary permanent improvements being completed, where possible reasonable adjustments to buildings, timetables and other relevant factors will be made.

## 12.0 Organisational Ethos

### A. Teaching and Learning

- Staff create an environment where all pupils can contribute fully and feel valued.

- Teaching takes account of pupils' cultural background, linguistic needs and different learning styles.
- Different cultural traditions are valued in their own terms and made meaningful to pupils.
- Pupils are helped to make connections with their own lives.
- Teachers challenge stereotypes and build pupil awareness so that they can detect bias and challenge discrimination.

## **B. Curriculum**

- Each area of the curriculum is planned to incorporate the principles of racial and sexual equality and to promote positive attitudes towards diversity.
- Pupils have the opportunity to explore concepts and issues relating to identity, equality, discrimination and prejudice.
- Wandle Valley Academy monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils that embraces diversity.
- Resources and displays portray positive images of people with diverse characteristics.
- Role models and presenters from a range of different groups are used to share a wide range of skills and experiences.
- Extra-curricular activities and events cater for the interests and capabilities of all pupils and take account of parental concerns related to pupils' protected characteristics.

## **C. Attainment, progress and assessment**

- Wandle Valley Academy has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards.
- We recognise and value all forms of achievement.
- Pupil attainment and progress are monitored by ethnicity, gender, SEN, pupil premium, FSM and evaluated to identify trends and patterns of underachievement.
- Action is taken to remove disparities between different groups of pupils.
- All methods of assessment are monitored to ensure that they are, as far as possible, free of cultural or linguistic bias.
- All pupils are appropriately supported in assessments so that they are able to show fully both what they know and what they can do.
- Particular attention is paid to identifying and meeting the needs of groups that are particularly disadvantaged.

## **D. Personal development and pastoral care**

- Pastoral support take account of religious, ethnic and life style differences and the experiences and needs of particular groups of pupils such as Travellers, refugees and asylum seekers.

## **E. Behaviour, discipline and exclusions**

- Wandle Valley Academy ensures that its procedures for disciplining pupils and managing behaviour are fair and equitable to pupils from all backgrounds.
- All staff operate consistent systems of rewards and sanctions which are matched to pupils' needs and capabilities.
- Strategies for integrating long-term truants and excluded pupils address the needs of

all pupils regardless of difference.

#### **F. Racism, racial harassment and organisational ethos**

- Wandle Valley Academy actively promotes good personal and community relations.
- Wandle Valley Academy has procedures for dealing with racial and sexual harassment and bullying.
- All incidents of racism and racial harassment are recorded, thoroughly investigated and reported to the local authority.
- All other forms of prejudice are dealt with in the same ways that breaches of other Academy policies are dealt with, as determined by the Headteacher and Academy Council.
- Staff are trained so that they deal firmly, consistently and effectively with racist incidents, racial harassment and bullying.
- Pupils, parent/carers and staff are aware of the procedures for dealing with racism and racial harassment.
- Wandle Valley Academy does not accept any racial intolerance.
- Wandle Valley Academy works closely with local authorities and other partners to tackle racism and racial harassment within the organisation and the local area.

#### **G. Sexism, Sexual harassment and organisational ethos**

- Wandle Valley Academy actively promotes good personal and community relations.
- Wandle Valley Academy has procedures for dealing with sexual harassment and bullying.
- All incidents of sexism and harassment on the grounds of sexual identity are thoroughly investigated and dealt with.
- Staff are trained so that they deal firmly, consistently and effectively with sexist incidents and harassment and bullying on the grounds of sexual orientation.
- Pupils, parents/carers and staff are aware of the procedures for dealing with sexist behaviour.
- Wandle Valley Academy works closely with the LA and other partners to tackle sexism within the organisation and the local area.

#### **Staff recruitment and professional development**

- All the posts, including those for non-teaching staff, are advertised and open to the widest pool of applicants.
- Everyone involved in recruitment and selection is trained and aware of what they should do to avoid unconscious racial discrimination.
- Steps are taken to encourage people from under-represented groups to apply for positions at all levels in Wandle Valley Academy.
- Applications for employment, training and promotion, along with details of staff in post, are monitored by ethnicity.

#### **H Partnership with parent/carers and community**

- All parent/carers are encouraged to participate in the full life of Wandle Valley Academy.
- Action is taken to encourage the involvement and participation of all parent/carers.
- Information and material for parent/carers are accessible in user-friendly language and



in languages and formats other than English as appropriate.

- Wandle Valley Academy's premises and facilities are fully accessible and able to be used by groups from all local ethnic minority communities.

### **13.0 Monitor and Review**

We will review our objectives in relation to any changes in our Academy profile and at least every two years. Our objectives will sit in our overall Academy Improvement Document and therefore will be reviewed as part of this process.

## **Appendix A – Equality and Pay**

### **Equal pay**

The Act provides that men and women should receive equal pay for equal work. This means that in most circumstances a challenge to pay inequality and other contractual terms and conditions still has to be made by comparison with a real person of the opposite sex in the same employment. However, the Act allows a claim of direct pay discrimination to be made, even if no actual comparator can be found. This means that a claimant who can show evidence that they would have received better remuneration from the Academy if they were of a different sex may have a claim, even if there is no-one of the opposite sex doing equal work with the Academy.

This would be a claim under sex discrimination.

### **Pay secrecy**

The Academy will not prevent or restrict its employees from having discussions to establish if they believe pay differences exist that are related to a protected characteristic. The Academy may, in particular, require its employees to keep pay rates confidential outside the workplace e.g. a competitor organisation.

### **Gender pay gap reporting**

The Government is introducing mandatory gender pay gap reporting for public sector employers with 250+ employees in April 2018.

The first publication of data is April 2018 but snapshot data must be collected on 5 April 2017. The data required is:

- mean and median hourly rates by gender;
- mean and median bonus payments (unclear what will constitute bonus pay) by gender;
- the proportions of each gender in each salary quartile.