



EQUALITIES INFORMATION

The Equality Act (2010) introduced a single Public Sector Equality Duty (PSED) which has three aims for schools/academies and educational settings :

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not.
By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The PSED also specifies specific duties required of schools:

1. To publish information to demonstrate how they are complying with the PSED
2. To prepare and publish equality objectives

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Analysed our effectiveness in terms of equality.

The School Context

- St. Margaret's Academy opened in April 2011. There are fourteen classes: two classes in each year group, including the Early Years Foundation Stage
- There is specialist provision for hearing impaired pupils which caters for up to 8 profoundly deaf pupils. They are fully integrated within the school and their needs are met by a Teacher of the Deaf and 3 BSL qualified Teaching Assistants. Currently there are three pupils accessing this provision.
- There is an above average proportion of pupils known to be eligible for the pupil premium (37.6% compared to 26.6% nationally 2014)
- 21% of pupils are eligible for Free School Meals (15.2% nationally)
- There are four Looked After Children
- The proportion of children who speak English as an additional language (9.2%) is lower than the national average of children have a first language known or believed to be other than English (19.4% in January 2015)
- The proportion of pupils from minority ethnic groups (8.7%) is lower than the national average (30.4% in January 2015)
- The proportion of pupils (13.4%) with special educational needs support is slightly lower than the National 14.4%
- The proportion of pupils with a statement of special educational needs or an EHCP (1.9%) is higher than the national average (1.4%)
- The school experiences a high mobility rate (stability 81.8% compared to the National 85.9% 2014)
- The gender balance is boy heavy with 54.6% male, 45.4% female within the school (51% Male and 49% female nationally, 2014)

1. Equality Mission statement

At St Margaret's Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the Academy, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils is monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At St Margaret's Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Equality in policy and practice

The Academy operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender, disability and vulnerability (e.g. children in receipt of the pupil premium or who are looked after by the Local Authority) and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Challenge extreme views and safeguard the children from extremist views and online materials through our eSafety monitoring and filters;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education and facilitate access for parents with any protected characteristic;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be in accordance with the Academy's Managing Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating promoted posts or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

To meet our specific duties the school has considered how well we currently achieve the three aims with regard to the eight protected equality groups: race, disability, sex, gender reassignment, age, pregnancy and maternity, religion and belief, sexual orientation.

SUMMARY OF OUR EQUALITIES EVIDENCE

RACE EQUALITY

The Equalities Act requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare and publish Equality Information and Equality objectives;
- Assess the impact of our plans and policies on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.
- In relation to RACE, the evidence we hold tells us:

There are extremely few incidents of racial abuse. We maintain an incident file, including detail of bullying and racist incidents.

We track attainment and progress of pupils from ethnic minority backgrounds in order to identify concerns which are then acted upon. We buy in advice and support termly regarding EAL children from Jean Jackson (EAL South West). We track the attainment and progress of EAL children on a termly basis, where there are concerns we consult external professionals for advice and support.

DISABILITY

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Act has extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
 - Eliminating discrimination and harassment of disabled people that is related to their disability;
 - Promoting positive attitudes towards disabled people;
 - Encouraging participation in public life by disabled people;
 - Taking steps to meet disabled people's needs, even if this requires more favourable treatment.
- In relation to DISABILITY, the evidence we hold tells us:
We make adaptations wherever practically possible to accommodate pupils, staff and visitors with disabilities.
We track attainment and progress of pupils with SEND in order to identify concerns which are then acted upon.
Pupils with SEND are supported by staff in school and through engagement with external professionals:
 - Teacher for the deaf
 - Behaviour support team
 - Educational psychology team
 - CAMHS
 - Medical professionals.

SEX

- In relation to SEX, the evidence we hold tells us:
We maintain separate tracking data by gender and identify concerns.
We treat both sexes equally and ensure that whenever possible, all activities are open to both genders.
We employ staff of both genders.

GENDER REASSIGNMENT

- In relation to GENDER REASSIGNMENT the evidence we hold tells us:
This is not directly applicable to any pupil or staff at present, but we promote respect for all.

AGE

- In relation to AGE, the evidence we hold tells us:
Pupils are treated as individuals, and receive age appropriate support and learning.
Our staff team work cooperatively and includes a range of ages from 26 to 63. We also have parents and grandparents who volunteer in school and on school trips.

PREGNANCY AND MATERNITY

- In relation to PREGNANCY AND MATERNITY, the evidence we hold tells us:
We support expectant mothers and fathers on the school staff whilst ensuring that the efficient operation of the Academy is not compromised. This includes changes of duty as appropriate and support if possible during maternity/paternity leave and upon return to work.

RELIGION AND RACE

- In relation to RELIGION AND BELIEFS, the evidence we hold tells us:
St Margaret's Academy makes sure that our pupils have the opportunity to learn about all cultures and world religions through our broad and balanced curriculum and through collective worship and visiting speakers. We make provision for any children whose parents do not want them to be exposed to worship within the school.
We are conscious of our duty to safeguard children from exposure to extreme beliefs including online materials. We promote respect for all religion and beliefs through our curriculum and assemblies.

SEXUAL ORIENTATION

- The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us:
We maintain positive relations with all members of the school community regardless of their sexual orientation
We proactively support, when appropriate, all parents and visitors from all sexual orientations.

4. Equality and the law

Schools must publish information to demonstrate how they are complying with the Public Sector Equality Duty (PSED) and prepare and publish equality objectives. This document demonstrates how we comply with the PSED and our Equality objectives are set out and can be found on the school website.

Equality Objectives

- **Narrow the gap in performance of pupils with SEND**
- **Narrow the gap in performance of pupils in receipt of pupil premium funding**
- **Promote the faith (where applicable) country and culture of pupils and families for whom English is an additional language**
- **Monitor extra-curricular participation of vulnerable groups**

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007. Further details can be found in our community cohesion policy which is available in the school office

5. Consultation and involvement

It is a requirement that staff, governors, parents and pupils are consulted and involved in the production of this information. We have achieved this in the following ways:

- Discussion and training with staff during INSET and training days
- Discussion and with the governing body
- Discussed at staff meetings
- Parental awareness of our equality duty and our equality objectives has been raised via our newsletter
- Our equality duty is highlighted to pupils through the curriculum, assemblies and the ethos of the school underpinned by our core value of respect

6. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this document and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on any protected characteristic.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of any of the protected characteristics
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no child is discriminated against whilst in our school on account of their race, religion, sex or disability.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to ensure the school complies with the Equality Act and PSED and she is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Act and PSED, and that teachers apply the guidelines in all situations.
- The Headteacher ensures that all appointments panels give due regard to the Equality Act and PSED, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's obligations with regard to the Equality Act and PSED
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the Class teacher and Deputy Headteacher / Headteacher where necessary. All incidents are reported to the Headteacher and incidents are reported to the governing body and local authority on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

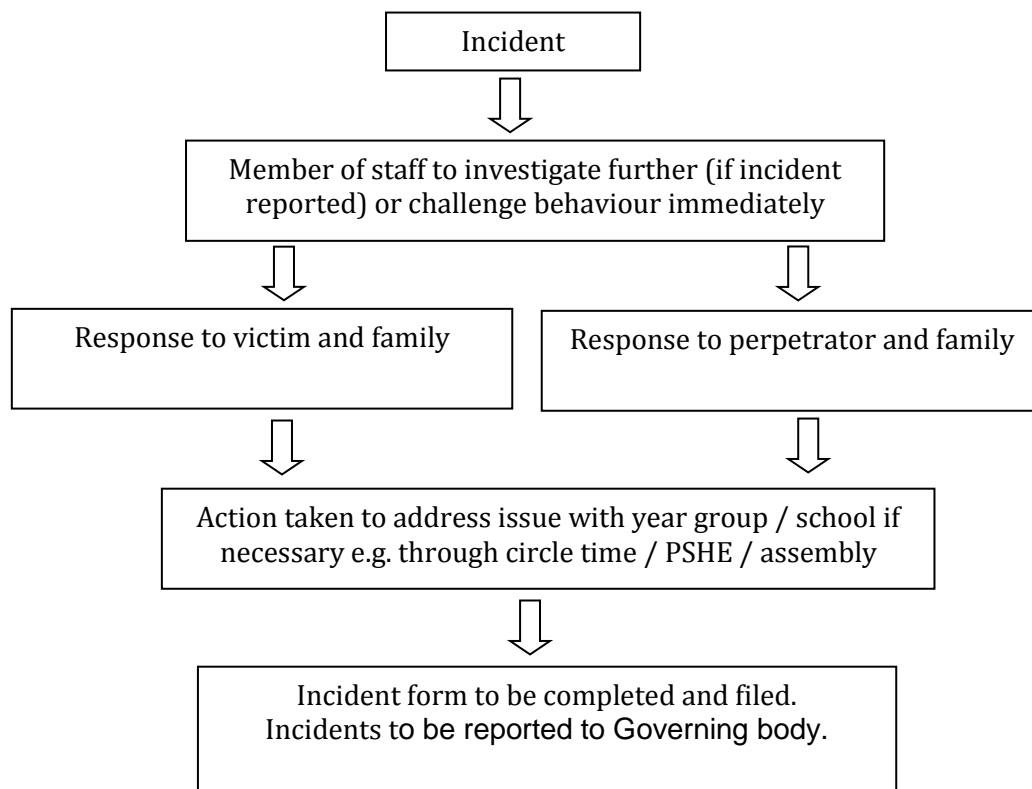
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

The procedure for responding and reporting is outlined below:



9. Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

10. Publishing the Equality Information and Equality Objectives

In order to meet the statutory requirements we will:

- Publish our equality information and equality objectives on the school website;
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications;
- Ensure hard copies are available

ST MARGARET'S ACADEMY

EQUALITIES OBJECTIVES AND ACTION PLAN

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Actions	Evaluation
<i>To narrow the gap in attainment of pupils with SEND</i>	<i>Disabled group</i>	<i>Data show a narrowing gap in attainment</i>	<i>SENCO</i>	<p><i>Data Analysis termly</i> <i>Staff training - NPD 11/4/16</i> <i>CPD for staff on teaching learners with SEND</i> <i>Attendance support as needed from attendance and welfare officer</i></p> <p><i>September 2016</i> <i>SENCO will be in class as much as possible to support teaching and learning for SEN pupils</i> <i>NASEN online training could be a performance management target</i></p>	<p>July 2016</p> <p>The gap is wide in all year groups between pupils with SEN and pupils with no SEN. Attendance for SEN is 1% below the whole school attendance - support has been effective</p>
<i>Monitor extra-curricular participation for pupils with protected characteristics</i>	<i>Disabled children</i> <i>Girls</i> <i>Boys</i> <i>PP children</i>	<i>All pupils in protected groups will take part in at least one extra curricular club</i>	<i>Head teacher and SLT</i> <i>All staff</i>	<p><i>Collect data on participation</i> <i>Analyse trends</i> <i>Promote inclusion of all protected groups in extracurricular activities</i></p>	<p>July 2016</p> <p>Participation in extra-curricular activities is broadly similar for vulnerable groups: All children 42% PP 37% SEN 44% Girls 47% Boys 38%</p>
<i>To raise appreciation and</i>	<i>Pupil for whom English is</i>	<i>Events will take place</i>	<i>All staff</i>	<i>Assemblies e.g. Chinese</i>	July 2016

<i>understanding of our school as a multi-cultural community</i>	<i>an additional language</i>	<i>over the school year, celebrating other cultures</i>		<p><i>New Year Celebration of different cultures through food e.g. theme days</i></p> <p><i>Olympic celebration of different cultures - Olympic week</i></p> <p><i>Achieve the Artsmark which involves celebrating art from different cultures</i></p> <p><i>Achieve the Happiness and Well being award which promotes the wellbeing of all groups in school</i></p> <p><i>September 2016</i></p> <p><i>Investigate running a group to support EAL parents to engage with school</i></p>	The items in green contributed to our achieving the Happiness and Wellbeing award
<i>To narrow the gap in attainment for pupil premium children</i>	<i>Not a protected group in itself but includes children with all protected characteristics</i>	<i>Data show a narrowing gap in attainment between PP group and not PP group</i>	<i>All Staff</i>	<p><i>Data Analysis termly</i></p> <p><i>Staff training - NPD 11/4/16</i></p> <p><i>Booster sessions for PP group</i></p> <p><i>Attendance support as needed from attendance and welfare officer</i></p> <p><i>September 2016</i></p> <p><i>SENCO will be in class as much as possible to support teaching and learning for PP pupils</i></p> <p><i>Focus will be on improving teaching for all classes.</i></p>	<p>July 2016</p> <p>Y6 PP children achieved well but other year groups show the majority of PP children are attaining below age related expectation.</p>

Policy adopted 2012
Reviewed annually
Last review February 2016
Reviewed September 2016