

- Statutory
- Non-Statutory



Equality for All Policy and Action Plan

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Reviewed: December 2014
Reviewed: July 2015
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Northgate School Arts College (Academy Trust)

Equality Opportunity and Equality Policy

Introduction

This document outlines our approach to the combined policies on Race, Disability and Gender Equality Sexual Orientation, Transgender, Ageism, Religion and Beliefs schemes that promote community cohesion and is designed to communicate the following:

- Our Diversity statement
- Our responsibilities in terms of Equal Opportunity and Equality
- An overview of the actions already taken
- Our Equality Schemes action plans

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive Academy that supports and promotes **Equality for All** within our, and the wider community. This policy is reviewed bi-annually.

Principles

Northgate School Arts College (Academy Trust) (hereinafter called 'the school' seeks to foster warm, welcoming and respectful environments, which allows us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

Purpose

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for **Race, Gender and Disability**. It also includes our policies on **discrimination re: Age, Sexual Orientation, Religion & Beliefs and Transgender**. It includes all the protected characteristics covered under the Equality Act 2012 as well as other aspects which have the potential to discriminate against any individuals within our community. It explains how we listen to and involve pupils, staff, governors, parents/carers, volunteers and the community in achieving better outcomes for our children and young people.

Our Disability, Gender and Race Equality **actions plans** are contained in the appendices.

We are further committed to the development of **cohesive communities** both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

Aims

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child. Which includes recognition of a range of educational, wellbeing and material outcomes.

Northgate School Arts College (Academy Trust) values the diversity of the individual talents and creative potential that every staff member, pupil/student and potential staff member and pupil/student brings to our organisation.

We aim to promote and maintain a culture of diversity where appointments to jobs, reward and personal success depend solely on individual ability and performance. All pupils and employees, both present and potential, whether full-time or temporary will be treated fairly with respect and dignity.

Practice

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world
- Personal, cultural and National identity. We will provide opportunities to explore and value the complexity of our personal cultural and National identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Members of the School Community will bring to the attention of Senior staff and Governors any incidents or situations in which they believe school is failing in its duty with regard to Disability Equality. Such reports will be investigated and action taken.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2012.

The combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every four years (one or more as is proportionate to the organisation)

The school already makes the following provision to support pupils/students with disabilities:

- Training for staff on a wide range of issues including Autism and Asperger's Syndrome, behaviour difficulties and management, manual handling and other medical/health issues, has already been undertaken
- The curriculum is designed to meet the needs of all pupils/students
- Materials have been adapted to meet the needs of all pupils/students
- Additional resources have been purchased to meet the specific needs of individual pupils/students
- Adaptations for building access and reasonable adjustments are addressed through the school's Accessibility Policy and Plans.
- The accessibility plan is an integral part of our schools Premises Development Plan and is updated every three years – it is actively promoting access to the curriculum, information and physical access
- Information for parents/carers and public is reviewed regularly in line with DDA
- Pupils have Travel Plans (where appropriate), Individual Behaviour Support Plans, Individual Education Plans and Care Plans (where appropriate) which show how they are helped to achieve their outcomes
- The parts of school used by students and teaching staff are single storey with wide corridors, accessible doors and a lift between levels
- There are disabled access toilets across both sites
- There are steps to the Northgate School Arts College school hall and reception area and a lift is in place to enable access
- The Healthy Schools programme is embedded
- Whole school training on safeguarding issues has been updated and is reviewed regularly

The school has identified areas of good practice where proactive steps have already been taken:

- Improved transition arrangements between schools and between school and post-16 placements for all pupils
- Whole school training related to health/medical issues
- Consultation with parents/carers with reference to Healthy Schools programme
- Staff, parents/carers input to policy development
- Introduction of Parent Support Advisor

The school is aware of some areas of concern:

- Need to look at whole school policies for any potential discrimination that may arise
- Improve ways for greater involvement of all pupils/students in school life
- Involving all pupils and their parent/carers in making decisions
- Promoting further use of the school facilities by groups outside of school

Gender Equality

The purpose of the Gender Equality Scheme is to show how Northgate School Arts College (Academy Trust) is going to promote equality of opportunity between men and women and

to eliminate unlawful sex discrimination and harassment in relation to sexual orientation, transgender issues or age. We aim to encourage and listen to the views of members of our wider community and involve them in the work of the school. All school staff and members of the community have a responsibility to treat everyone fairly and to promote arrangements for gender equality and tolerance related to sexual orientation or age.

The School already makes the following provision under the Sex Discrimination Act:

- Jobs are open to men and women
- Appointments are made by choosing the best candidate and through following the guidelines laid down by the legislation for recruitment
- Pay is relative to experience, and not gender or sexual orientation
- Boys and girls are given the same opportunities throughout all aspects of school life
- Age discrimination is unlawful and decision makers are aware of this – the staff reflects the full range of ages

The School has identified areas of good practice where proactive steps have already been taken:

- The curriculum shows no gender or age bias
- The school links with local organisations e.g. Police where men and women fulfil the same role
- Our older pupils/students are encouraged to pursue post-16 options that they are interested in and not based on stereotypical images of men and women
- Differences in staff and learners is celebrated

The School is aware of some areas of concern:

- The staff is predominantly female (66%) and male role models are required
- The majority of pupils are male (63%) and this is particularly evident in some year groups, leaving female pupils with a small, or no, peer group
- Need to extend staff training related to issues of sexuality and age
- Attitudes to age may vary considerably; we strive for respect and tolerance for all

Race Equality

The purpose of this Race Equality Scheme is to show how Northgate School Arts College (Academy Trust) are going to promote equality of opportunity for all irrespective of colour, ethnicity and culture. We aim to encourage and listen to the views of members of our wider community and involve them in the work of the school. All school staff and members of the community have a responsibility to treat everyone fairly and to promote arrangements for racial equality and religious equality in order to ensure community cohesion.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We follow the procedures for reporting Racist Incidents as described in the Schools Racist Incidents Protocol (2012). This involves:

- Initial response e.g. to comfort victim and remind/reprimand perpetrator
- Recording the incident
- Investigate and take action including informing parents/carers and LA
- If required, LA Race Equality Team can be contacted for further help

The School has already made the following provision under the Race Relations Act:

- Jobs are open to all
- Appointments are made by choosing the best candidate and through following the guidelines laid down by the school policy for recruitment
- Pay is relative to experience and responsibility of the post
- All pupils/students and staff, irrespective of colour, culture or ethnicity, are given the same opportunities throughout the school
- Vocational opportunities which are not available on site are accessed through other providers

The School has identified certain areas of good practice where proactive steps have already been taken:

- Tolerance and celebration of differences is embedded in the school ethos
- Multi-cultural studies are part of the Learning for Life and RE curriculum but are also reinforced throughout the curriculum
- Community cohesion is promoted in RE, PSHE/PDS/Citizenship/Careers and through English, Drama, Music and Art in particular
- Students undertake studies of specific countries in Geography as part of themed topics
- Different religions and beliefs are studied
- Festivals celebrated

The School is aware of some areas for concern:

- The school has a very small percentage (13%) of multi-cultural pupils
- The setting of the school allows little opportunity for pupils to experience a multi-cultural society

Implementation, monitoring and reviewing

This policy was published in November 2015. It will be disseminated through our newsletter and website. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

(Reviewed as shown on the front page)

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

References:

“Developing a single Equality Policy for your school” Centre for Studies in Inclusive Education (2012)

- Race Relations Act 1976, amended 2000
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified in UK 1991)
- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the child (ratified in UK 1991)
- The Special Needs and Disability Act (2001)
- The Disability Discrimination Act (2010)
- Public Sector Equality Duty (2010)
- Article 24 of the United Nations Convention on the Human Rights of Persons with Disabilities (ratified by UK 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender Re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK 1986)

EQUALITY OBJECTIVES: 2015 – 2018

Northgate School Arts College (Academy Trust) Equalities Information 2015 – 2018

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and 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 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.

Our school has considered how well we currently achieve these aims with regard to the protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

1. Summary of our equalities evidence

- In relation to RACE, the evidence we hold tells us: 66% of this group made expected progress or better in English, compared to 76% of the whole school; in maths 89% made expected or better progress, compared to 82%; in science 86% made expected or better, compared to 82%; participation in groups (6%)
- In relation to DISABILITY the evidence we hold tells us: pupils with ADHD: 88% made expected or better progress in English, compared with 76% of whole school; maths – 100% compared to 82%; science – 81% compared to 82%. With regard to participation in student groups (47%)
ASD: 75% made expected or better progress in English compared to 76%; maths – 100% made expected or better compared to 82%; science – 100% made expected or better compared to 82%. To participation in groups, (6%)
Dyslexia: 50% made expected or better progress in English compared to 76%; maths – 100% made expected or better, compared to 82%; science; 50% made expected or better compared to 82%; neither pupil with dyslexia was involved in a student group
- In relation to GENDER, the evidence we hold tells us: 90% of girls made expected or better progress, compared to 76% of the whole school; 80% of girls made expected or better progress in maths, compared to 82% and 70% of girls made good or better progress in science compared to 82% of the whole school; participation in student groups (18%)
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us: we have no identified group
- In relation to AGE, the evidence we hold tells us: we employ staff in all age groups
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us: we fulfil our responsibilities in relation to maternity leave and consider requests for flexible working
- In relation to RELIGION & BELIEF, the evidence we hold tells us: those with a religion 86% made expected or better progress in English compared to 76%; maths – 93% made expected or better compared to 82%; science – 71% made expected or better compared with 82%; participation in groups (6%)
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us: we have no identified group

2. Summary of how we currently engage with protected groups

- In relation to RACE, our self-evaluation tells us: ethnic minority pupils are underperforming in English, but outperforming peers in maths and science; they are under-represented in student groups currently
- In relation to DISABILITY, our self-evaluation tells us:
ADHD pupils are achieving broadly in line with peers and their participation in groups reflects the profile
ASD pupils are achieving broadly in line with peers and are slightly over-represented in student groups
Dyslexia pupils are underachieving compared to peers (refers to 2 pupils) and not currently represented in student groups
- In relation to GENDER, our self-evaluation tells us: girls are overachieving compared to boys in English but slightly underachieving in maths and science; underperformance in maths and science is a continuing trend although the gap has narrowed; girls are overrepresented in groups
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us; we have no identified group
- In relation to AGE, our self-evaluation tells us: we do not discriminate
- In relation to PREGNANCY & MATERNITY, our self-evaluation tells us: we do not discriminate
- In relation to RELIGION & BELIEF, our self-evaluation tells us: pupils with a religion are slightly underperforming in science; participation in student groups reflects the profile
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us: we have no identified group

3. Summary of our Equality analysis (i.e. how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups)

- In relation to RACE, our judgement is: good, but we need to monitor participation in student groups
- In relation to DISABILITY, our judgement is: very good for ADHD and ASD but we need to address the needs of dyslexic learners
- In relation to GENDER, our judgement is: good but we need to continue to monitor girls' achievement in maths and science
- In relation to GENDER REASSIGNMENT, our judgement is: not applicable at present
- In relation to AGE, our judgement is: very good
- In relation to PREGNANCY & MATERNITY, our judgement is: very good
- In relation to RELIGION & BELIEF, our judgement is: good
- In relation to SEXUAL ORIENTATION, our judgement is: not applicable at present

| Link to Public Sector Equality Duty | Protected characteristic | Aim: | Target group(s): e.g. whole school, girls, boys, staff etc | Action: | Who's responsible? | Dates from and to: | Milestone/measures: |
|--|--|--|--|--|--|--|---|
| All | All | Promote the Equality plan to ensure stakeholders aware | All stakeholders | Publish on website, summarise in newsletter and email to all staff questions on parent/carer, student, staff survey | Head of School | Publish by January 2016 On website Survey by July 2016 | Staff aware of policy Parent/carers aware Students aware |
| All aims of duty | All protected characteristics | To increase pupil, staff and governors awareness of legal and human rights and the responsibilities that underpin society | All stakeholders | Map Inclusion across the curriculum | Head of School Senior Curriculum Leaders | Achieve award by January 2016 | Pupils understand they have rights, how they can exercise their rights and understand how rights link to responsibilities |
| All aims of duty | All protected characteristics | To ensure all pupil groups reach their full potential Ensure curriculum provision matches the needs of each group and that all groups make the best progress | Specific pupil groups: Disability: Dyslexia Gender Free School Meals Ethnic minority | Staff to be fully aware of the different pupil groups in their class Monitor attainment and achievement of all pupil groups | Senior Leadership Team and Governors | Ongoing Pupil achievement and attainment year on year is good/outstanding | Analysis to reflect good progress by groups Link to Pupil Premium for some |
| Eliminate unlawful discrimination, harassment and victimisation Eliminate unlawful discrimination, harassment and victimisation | Race Religion or Belief Disability | To ensure the content of school meals and the eating environment meets the needs of all race and faith groups and those with specific needs To continuation of themed days to broaden experience of different foods | All those with specific race, faith, cultural and health needs | Regular meetings with school cook/Nourish | Executive Chef Curriculum Leaders Food Technology Lead | The school Meals across the school (both sites) have improved with the instruction of our catering company (Honeybee Catering) | Increased satisfaction with school meals |

| Link to Public Sector Equality Duty | Protected characteristic | Aim: | Target group(s): e.g. whole school, girls, boys, staff etc | Action: | Who's responsible? | Dates from and to: | Milestone/measures: |
|---|--------------------------|--|--|--|--|--|---|
| <p>Eliminate discrimination, harassment and victimisation</p> <p>Fostering good relations</p> | All | <p>To ensure pupils are accepted for who they are and that racism, homophobia and any form of prejudice is challenged</p> <p>Appreciate and value the differences in others</p> <p>Challenge stereotypes: gender, ethnic background, culture, religion</p> <p>Increase student knowledge about all aspects of SEND</p> <p>Build on pupil awareness so that pupils can detect bias and challenge discrimination</p> | Whole school | <p>Anti-Bullying week</p> <p>Reinforce in Assembly</p> <p>Reinforce in Lessons</p> | <p>Teachers</p> <p>Senior Leadership team</p> <p>Governors</p> | <p>Focus for 2015-16</p> <p>Ongoing topic for theme days and targeted work. Part of PHSE curriculum.</p> | <p>Reduction in racist/discrimination incidents</p> |

| Link to Public Sector Equality Duty | Protected characteristic | Aim: | Target group(s): e.g. whole school, girls, boys, staff etc | Action: | Who's responsible? | Dates from and to: | Milestone/measures: |
|-------------------------------------|--------------------------|---|--|---|--|---|--|
| Advance equality of opportunity | Disability/All | To improve social and emotional skills for students to enable them to handle difficult situations | Students | Train staff to delivery small group and individual sessions to support targeted pupils in specific skills development | Head of School Whole Staff Family Support Worker | December 2015 Training has taken place and small group work with pupils offered throughout the year. | Better engagement with families |
| Fostering good relations | All | To promote good relations between people from different backgrounds Improved understanding of local community and the diversity within it Positive attitudes towards people with SEND | All stakeholders | Make use of disability images around the school sites Invite representatives from diverse groups | Deputy Head Teacher Senior Leadership team PHSE teachers | September 2017 Additional FSW employed. December 2016 September 2017 | Staff are aware of the requirement to display equality enabled posters etc. If possible. |
| Advance equality of opportunity | Gender | To ensure that pupils/students of both sexes are equally involved in physical activity Improved participation of girls in targeted sports activities | All pupils/students | Monitor attendance of all pupils/students at break/lunch sports activities | Head of PE | May 2016 | Mixed gender sports teams offered. Clubs offer equal access to ALL pupils. |

| Link to Public Sector Equality Duty | Protected characteristic | Aim: | Target group(s): e.g. whole school, girls, boys, staff etc | Action: | Who's responsible? | Dates from and to: | Milestone/measures: |
|--|--------------------------|---|--|--|---|--------------------|--|
| Advance quality of opportunity | Gender | To promote opportunities for boys and girls to learn more about career opportunities which challenge gender stereotyping Positive changes in options around work experience | All students | Provide activities that allow pupils/students to explore gender stereotyping in careers Careers Event | Learning for Life Teachers Work Experience Coordinator | September 2016 | Work experience programme in place |
| Use of school facilities by outside groups | All | To promote the use of facilities Increase community use of School and The Bee Hive for local groups | Community | | | September 2015 | Regular lettings |
| Access to the curriculum | All | To make additional provision for individuals to meet needs and improve communication of individual needs Continue to review and resource new national curriculum, including LOTC – progressive programme | All students | Audit resources | Curriculum All staff | December 2015 | Curriculum resourced Regular access to LOTC – progressive |

| Link to Public Sector Equality Duty | Protected characteristic | Aim: | Target group(s): e.g. whole school, girls, boys, staff etc | Action: | Who's responsible? | Dates from and to: | Milestone/measures: |
|---|--------------------------|--|--|---|--|--|---|
| Access to the curriculum | | <p>Extend reading resources – low ability, high interest level</p> <p>Use of OT designed programmes</p> <p>Increase effective use of IT – iPads</p> <p>Clear person centred Individual Learning plans after transfer to EHCP</p> | <p>Less able readers</p> <p>Students with sensory integration difficulties</p> <p>Disengaged students, those with literacy difficulties</p> <p>Those with poor wellbeing</p> | <p>Supplement RW Inc.</p> <p>Define referral and evaluation process</p> <p>Staff training</p> <p>Trial projects</p> <p>Draw up plans to encompass all aspects – travel, medical etc</p> | <p>K. Andrews/P, Paul Robinson</p> <p>Carole Steele</p> <p>David Skuce</p> <p>Senior Leadership Team</p> <p>F.Shears</p> | <p>December 2015</p> <p>September 2015</p> <p>September 2015</p> <p>May 2015</p> | <p>Breadth of resources</p> <p>Effective working</p> <p>Evaluated programmes</p> <p>Better engagement</p> <p>Refine planning format</p> |
| Access to curriculum – Challenging behaviours | Disability | <p>Better understanding of behaviour needs</p> <p>Reduction of impact of behaviour on access to learning</p> <p>Better start to day</p> | All students | <p>Refine Individual Behaviour Support Plans</p> <p>Training for transport staff</p> | <p>M Trundle/S Moore</p> <p>Senior Leadership team</p> | <p>September 2016</p> <p>Annually</p> | Review and refine |

| Link to Public Sector Equality Duty | Protected characteristic | Aim: | Target group(s): e.g. whole school, girls, boys, staff etc | Action: | Who's responsible? | Dates from and to: | Milestone/measures: |
|-------------------------------------|-----------------------------------|--|--|---------|---------------------|--------------------|---|
| Access to information | Families with social difficulties | Increase impact of Family Support team and provide more support to families. | | | S Moore J. Fuoco | September 2015 | Needs audit |
| | Communication difficulties | New parent/carers know about school access to key information and ethos for parents/carers | | | | | Staff in post |
| | All families | Improved introduction to school-personalised tours, video tour | | | Office staff | January 2015 | Family difficulties impacting less on school work |
| | | Display visual representations of key messages around school, on website, on screens | | | Facilities Manager | January 2016 | Clarity of values and ethos |

This Single Equalities Policy and Plan will be updated and action taken reported to the Governing Body at least annually and will be an integral part of the Head Teacher's report to the Governing Body.