



Sheffield Springs Academy

The best in everyone™

Part of United Learning

Equality Policy 2018/2019



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Introduction

This policy sets out The Sheffield Springs Academy approach to promoting equality, as defined within the Equality Act (2010). We understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but are differentiated, as appropriate to take account of differences (of life-experience, outlook, background and the barriers and disadvantages which people may face), in order to ensure equal opportunity for all.

We recognise that inequality can be experienced in a variety of ways such as through outcomes, access to services, the degree of independence needed to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct or indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems, intentionally or inadvertently.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- students and prospective students
- parents and carers
- employees and governors
- local community
- visitors

The Equality Act 2010 has simplified anti-discrimination laws by having a single equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act makes it unlawful to treat someone differently, both through direct or indirect discrimination, harassment or victimisation and by failing to make reasonable adjustment for a disabled person.

Since 6 April 2011 all public bodies including:

- local authorities
- schools, colleges and other state-funded educational settings including academies

have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer but not with regard to the treatment of students and prospective students.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

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

The general duty is supported by specific duties; these are to:

- Publish information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.
- Prepare and publish our specific and measurable objectives to achieve the three aims of the duty and undertake this no later than in four years' time.

Aims and Values

The school aims to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

- Overcoming economic and social disadvantage
- A culture of respect for others
- Promoting equality by recognising and celebrating differences between people
- A community where students are well prepared for life in a diverse society

The Academy's overall approach to promoting Equality

Roles and Responsibilities

Within our school all staff and governors at the school are responsible for ensuring the school meets its duties under the Equality Act 2010.

School Governors are responsible for:

- making sure the school complies with current equality legislation
- making sure this policy and the single equality scheme are properly implemented
- making sure related procedures are followed

The Head of School is responsible for:

- making sure the policy is readily available and that the governors, staff, students and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working
- making sure all staff know their responsibilities and receive training and support in carrying

- these out
- taking appropriate action in cases of harassment and discrimination.

All school staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities.

Students are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda

Parents/Carers are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with senior staff

Visitors are responsible for:

- following our expectations regarding equality.

A Cohesive Community

The Schools seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity

Procurement and Contractors

The Academy will take steps to ensure that when we buy services from another organisation, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process. We will also ensure that any equipment we procure will comply with equality legislation. Any contractors visiting the academy will be made aware of this Equality Statement on arrival and will be required to operate within the requirements.

Monitoring, Reviewing and Assessing Impact

The Academy's Equality Policy is supported by a Single Equality Scheme and includes targets for promoting equality. The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality

and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.

The Principal will provide monitoring reports for review by the Governing Body annually. This policy links to other policies and in general the principles of equality will apply to all other school policies.

Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the Academy's Complaints Policy

Appendix 1
Equality Analysis and Objectives

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take
Race	All	Translation of key documents; equality guidelines; grievance procedure; exclusions policy; harassment and bullying policy; Academy values; complaints policy; equal opportunities policy & statement; group ethos; vision and values; group disciplinary procedure; group equality guidelines; group race and equality policy.	Inclusion policy; celebrate diversity; the Academy values.	Academy activities to promote a positive attitude to support protected groups; community lettings; celebrate diversity, Academy values; staff employed to support the academy in translation of documents and in meetings.	None
	Staff	Equal opportunities statement; equality guidelines; recruitment and selection policy; teachers and support staff pay policies; grievance procedures; HR data; record of cases; one to one meetings with line managers; Regional HR Business Partner advice and support; group dignity at work policy; group flexible working policy	Those with protected characteristics included in policy development; a fair and transparent recruitment process, document's translation	Include staff with protected characteristics in activities; the culture of the Academy; team work; staff briefings; member of staff leading employee engagement; monitoring of workforce; EAP scheme	Recruitment monitoring (Oct 2016) Full staff review comparing roles/people (m/f) to ensure those on the same scale are on the same salary.
	Students	Admissions policy; student equality data; racial incident reporting ; LGB minutes; comparable attainment data; SIMS records; analysis of 'micro population groups' as defined by Ofsted.	Tutor time; behaviour policy; using data to identify groups and implement planned interventions to meet needs; extended school activities to include all groups; EAL support and intervention; review of exam results to determine actions and interventions; student mentoring, counselling; Student Council.	Teachers encouraged to discuss this issue in KS4 texts. Monitor types of bullying through BehaviourWatch, content of graffiti, support national events. Display of flags from all countries.	

Disability	All	Harassment & bullying policy; DDA compliance; Academy vision & values; complaints policy; equal opportunities policy & statement; group ethos; group disciplinary procedure; group equality guidelines and grievance procedure.	Inclusion policy, equalities statement, accessibility plan, DDA compliance, Academy values.	Forums;, newsletters; communication records with parents of children with disabilities and provision for staff under DDA; Academy values	
	Staff	Equal opportunities statement; equality guidelines; recruitment & selection policy; grievance procedure; HR data; recruitment and promotion data; support plans and information on phased returns; workplace adaptations; return to work meetings; group disability statement; group dignity at work policy; group SEN and inclusion policy; group flexible working policy.	CPD access, dialogue with unions and other local forums; EAP scheme; staff survey; fair recruitment procedures.	Fair and transparent HR processes; occupational health screening; reasonable adjustments made;, EAP scheme; staff briefings; member of staff leading employee engagement.	Recruitment monitoring (Oct 2016)
	Pupils	SEN & disability policy and report; data on disabilities and adjustments; evidence of exam access arrangements; DDA compliance; student support from the Academy; accessibility plan, admissions policy; analysis of 'micro population groups' as defined by Ofsted.	Assemblies; ACE days; discussions on tolerance; counselling service, Student Council.	Supporting students with disabilities various strategies in place; counselling service; Student Council; tutor time to address issues of discrimination.	
Sex	All	Complaints policy; equal opportunities policy & statement; group ethos, vision and values; group disciplinary procedure, group equality guidelines; group grievance procedure; harassment & bullying policy, Academy values.	Equality guidelines; inclusion policy; Academy values	HR policies and procedures, Academy Values.	
	Staff	Equal opportunities statement, recruitment & selection policy; grievance procedure; HR data; tribunals; one to one meetings with line managers; whistleblowing policy; group dignity at work policy, group flexible working policy	CPD access for all staff; EAP scheme; staff survey	Fair and transparent processes; training availability and attendance; staff briefings; EAP scheme.	
	Students	Admissions policy; student results; evidence of improvement in all student results; pupil data; incident reports on BehaviourWatch; SIMS; tutor time; analysis of 'micro population groups' as defined by Ofsted.	Inclusion; curriculum; assemblies; behaviour policy; counselling service; Student Council	Syllabus data; training; attendance monitoring; assemblies; counselling service; Student Council; tutor time to address issues of discrimination.	

Gender Reassignment	All	Complaints policy; equal opportunities policy & statement; group ethos; vision and values; group disciplinary procedure; group equality guidelines; group grievance procedure; harassment & bullying policy; Academy values.	Inclusion policy	Awareness of nationally recognised support groups who provide information e.g. Gires and Mermaids. Forums and newsletters, EAP scheme, counselling service, Academy vision.	
	Staff	Equal opportunities statement; recruitment & selection policy; grievance procedure; recruitment and promotion data for transgender; policy/guidance for staff transition; group dignity at work policy.	Staff training; clear recruitment processes; EAP scheme; relevant advice from transgender colleague.	EAP scheme	
	Students	Recording all equalities incidents; policy/ guidance on student transition; incident reports; admissions policy	Counselling service; Student Council; students' policy.	Monitor types of bullying, content of graffiti; counselling service; student council; tutor time to address issues of discrimination.	
Pregnancy & Maternity	All	Complaints policy; equal opportunities policy & statement; group ethos, vision and values; group disciplinary procedure; group equality guidelines; group grievance procedure; harassment & bullying policy; Academy values; group maternity leave & pay policy; group parental leave policy; group adoption leave & pay policy; group paternity leave & pay policy	Compliance with guidelines and policies; inclusion policy	On-going communication and support; Academy vision	
	Staff	Equal opportunities statement; recruitment & selection policy; recruitment and promotion data including the rate of return post maternity leave; HR policies and procedures: adoption policy; grievance procedure; group dignity at work policy; group flexible working policy	Compliance with legislation; maternity entitlements; flexible working requests/adjustments; health & safety risk assessments.	Celebration of pregnancies and births; KIT days encouraged; invitations to academy events; paternity leave; staff briefings.	Recruitment monitoring (Oct 2016)
	Students	Exclusions policy; admissions policy; SEN & Disability policy; achievement data; adjustments to timetable; ACE days	Adjustments to support learning; liaison with other agencies; flexibility over curriculum and exams; results analysis; specialist support for pregnant students through alternative off site education provision; counselling service.	Support network from pastoral team; student encouraged to maintain links with school during absence and kept informed of student activities; on-going communication and support; liaison with parents; assemblies; Ace	

				days; counselling service; Student Council; tutor time to address issues of discrimination.	
Age	All	Complaints policy; equal opportunities policy & statement; group ethos, vision and values; group disciplinary procedure; group equality guidelines; group grievance procedure; harassment & bullying policy; community cohesions policy.	Compliance with age equality guidelines.	Academy values.	
	Staff	Equal opportunities statement; recruitment & selection policy; grievance procedure; recruitment & promotion data; age profile of staff; HR policies/guidance; CPD availability and attendance; Academy values; group dignity at work policy; group flexible working policy.	Compliance with age equality guidelines.	All events inclusive; CPD inclusive of all age ranges; community volunteers; guest speakers.	
	Students	Child protection policy		All events inclusive; school work experience; community volunteers; curriculum progression; guest speakers' assemblies; Student Council; tutor time to address issues of discrimination.	
Religion and Belief	All	Complaints policy; equal opportunities policy & statement, group ethos, vision and values; group disciplinary procedure; group equality guidelines; group grievance procedure; harassment & bullying policy; Academy values; group race and equality policy	Inclusion policy; Faith Room available; time off for religious observation.	Community links; lettings	
	Staff	Equal opportunities statement; recruitment & selection policy; grievance procedure; recruitment and promotion data; one to one meetings with line managers; group dignity at work policy.	Fair recruitment processes; adapted facilities for washing; Faith Room available; fair and transparent recruitment processes; prayer time permitted.	Assemblies; awareness and community involvement; Faith Room available; time off for religious observation; staff briefings; Academy's calendar adapted to meet the needs of majority religious groups; Academy vision.	Recruitment monitoring (Oct 2016)

	Students	Group equal opportunities statement; admissions policy.	Utilise data to identify groups and implement interventions; extended school activities for all; counselling service; Student Council.	Students provided with time and space for religious observations; Faith Room; counselling service; Academy's calendar adapted to meet the needs of majority religious groups; counselling; Student Council; tutor time to address issues of discrimination.	
Sexual Orientation	All	Complaints policy; equal opportunities policy & statement; group ethos, vision and values; group disciplinary procedure; group equality guidelines; group grievance procedure; harassment & bullying policy; Academy values.	Inclusion policy	Academy values; briefings	
	Staff	Equal opportunities statement; recruitment & selection policy; grievance procedure; one to one meetings with line managers; grievance outcomes; group dignity at work policy.	EAP scheme; fair recruitment processes.	Staff briefings; EAP scheme; one to one meetings with line managers; assemblies	
	Students	Admissions policy; tutor time; incident analysis from BehaviourWatch; LGB minutes; comparable attainment data; SIMS; student exclusion for discriminatory behaviour; analysis of 'micro population groups' as defined by Ofsted.	Counselling; Student Council	Team work, any needs identified and strategies put in place to support students; assemblies; guest speakers;; counselling service; Student Council.	