



E-ACT SOUTH WEST REGION

HOW WE MEET THE REQUIREMENTS OF THE EQUALITY ACT 2010

Introduction

E-ACT Academies provide education for all and we value diversity as a rich learning resource. The curriculum is broad, balanced and accessible for everyone. Everything we do is underpinned by the basic moral position that everyone is of equal value by virtue of being human. We take pride in challenging beliefs and/or assumptions which privilege any group of people over others and we promote equality for all, particularly those at risk of discrimination or marginalisation.

This document outlines how we meet our commitment to equality and respect for all including, but not limited to, people of any ethnic, cultural or social background; colour; religion or belief; age; gender; sexual identity (sexual orientation and gender reassignment) and disability.

We strive to maintain open, strong and vibrant academy communities in which all members share a sense of belonging and which play a positive role in the academy's neighbourhood and wider community. Respect for all is evident in every aspect of academy life and is underpinned by the inclusive values developed by each academy.

The equality duty requires academies to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. This is defined further as having due regard to the need to:
 - Remove or minimise disadvantages
 - Take steps to meet different needs
 - Encourage participation when it is disproportionately low
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.



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Specific Duty

Under the Equality Act 2010, we recognise that from April 2012, we also have a "specific duty" to prepare and publish equality objectives in an accessible manner, to meet one or more aims of the general equality duty. All E-ACT Academies have published Equality Objectives on their website.

We support all our pupils by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The Academy Leadership Team and Regional Achievement Boards monitor the impact of all spending and interventions, including the Pupil Premium. Our intention is to ensure that the adults working or volunteering in the academy include as much as possible a balanced representation of the local and wider community. We believe that this will provide good role models for pupils from all backgrounds.

What we do to ensure equality for each of the protected characteristics

1. Age

1.1 What do we mean by Age Equality?

We will not tolerate discrimination and harassment on the grounds of age. We recognise that direct and indirect discrimination can take place in relation to age both in the work place and in society in general and intend to challenge this, encouraging all staff and pupils to feel supported and welcome.

1.2 Our commitment

The Equality Act 2010 makes it unlawful to directly or indirectly discriminate against anyone because of their age, their perceived age, or because of their association with someone of a particular age. E-ACT academies are committed to promoting age equality and reducing age discrimination and follow a flexible retirement policy. This means that a person can request to work past 65 and up to the age of 75 as long as they are fit and healthy and able to do the job for which they are employed. The Equal Opportunities Policy incorporates our commitment and actions on age equality. It demonstrates our commitment to addressing age equality in our decision making and the delivery of education.

1.3 Our achievements

- All age ranges of children have equal opportunities to attend clubs and sports teams and are equally represented on the School Council and Gifted and Talented register.



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- The staff and ambassadors are represented by a wide range of ages and experiences and the recruitment process is fair
- All children learn about respect, care and empathy for the elderly.
- The academy has good links with local senior citizens through church groups and neighbourhood residential homes. This involves a 2 way sharing of experiences, events and talents.

1.4 Our Aims and objectives

- To increase education about respect and empathy for elderly.
- To continue to improve links with the elderly in our local community.

2 Disability

2.1 What do we mean by Disability Equality?

We recognise that a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

2.2 Our commitment

E-ACT Academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their disability.

Our Equality & Diversity Policy and Equal Opportunities Policy incorporate our commitment and actions on disability equality. They demonstrate our commitment to addressing disability equality in our decision making and the delivery of education. We are committed to promoting equality of opportunity for disabled pupils, staff and other users of our services so they can have equal access to all our academies and its services. These policies are a statement of our commitment and show clearly how we will work to achieve our goal. We will continue to review our policies, practices and procedures so that they do not adversely affect anyone because of their disability.

2.3 Our achievements

- Our accessibility information is detailed within our SEN Information Report. Alterations to the building and learning environments make the whole academy fully accessible. A wide access disabled toilet / hygiene room is available in every academy and is fully equipped.



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- We regularly obtain the support of specialists regarding hearing and visually impaired children.
- We make adjustments in line with recommendations from the Sensory Support service for visually impaired pupils.
- We work closely with specialist schools such as Claremont, and the Disabled Riding Centre.
- Through PSHE lessons, all children learn about various physical and mental disabilities.
- Location of class teaching is flexible to suit needs of individuals.
- We adapt the sports and games offered to make them accessible to disabled pupils

2.4 Our Aims and objectives

We have identified a number of specific actions designed to promote positive attitudes towards disabled people.

We have committed to:

- Close the gap in performance of disabled pupils
- Continue to develop the curriculum to raise awareness and further develop understanding and empathy of disability issues amongst pupils and staff
- To continue to monitor and improve access to all of the academy grounds
- Work with specialist services, to further develop practice in our academies

3 Gender

3.1 What do we mean by Gender Equality?

We recognise that a person's gender refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.

3.2 Our commitment

E-ACT Academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their gender. We recognise that stereotypes exist for both genders and some can lose opportunities because of these stereotypes and welcome the requirements of the Equality Act 2010 with specific provision for Gender Equality and we will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of gender, including domestic violence, sexual violence, bullying and exploitation
- Promote equality of opportunity between women and men in all of our functions



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3.3 Our achievements

- Using our data tracking system – SIMs, we collect achievement and progress data by gender at least 3 times a year by all staff and discussed with SLT at pupil progress meetings
- Patterns and trends are analysed and actions suggested often involving SEN or group intervention.
- Whole academy data is shared with our Regional Education Director at RAB's and is scrutinised by regional system leaders with specific responsibility for vulnerable groups.
- Through PSHE lessons, gender stereotyping in subject choices and careers advice is addressed
- Both genders are encouraged to participate in all aspects of academy life including extra-curricular activities. This is shown through equal representation on the School Council and Gifted and Talented register.
- There are a huge range of sports clubs/extra-curricular activities meaning that there is something for everyone. Clubs are open to all with competitive opportunities available for everyone. The academy actively works towards providing opportunities and encouraging all children to represent their academy
- Year 6 attend body image lessons where responses to the information children receive from all media forms where different genders are objectified or portrayed in a demeaning way are addressed
- Bullying and harassment of pupils is monitored. (see anti-bullying policy)
- Stereotypes in terms of gender and sexist language actively challenged in both the classroom environment and in the playground
- Parents of both genders are encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses and academy performances
- We take positive action to try and ensure a gender balance of staff
- Bullying and harassment of staff is not tolerated and any instances are monitored
- The academy offers flexible working opportunities
- A robust and equitable pay policy is in place

3.4 Our Aims and objectives

We have identified a number of specific actions designed to promote further gender equality.

We have committed to:

- Continue to analyse the achievement data for boys/girls and if there are differences to include these on the Academy Improvement Plan.
- Analyse sports data- if there are issues with take up of sports, an action plan is developed



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- Review how we deliver classroom based lessons on gender issues
- Encourage girls to consider non-stereotyped career options e.g. engineering through science week

4 Gender Reassignment

4.1 What do we mean by gender reassignment?

We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with.

4.2 Our commitment

E-ACT academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment. We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

- Make their intention known to someone at the academy
- Start to behave or dress according to the gender they identify with
- Undergo treatment such as surgery or hormone therapy
- Have already received gender recognition under the gender recognition act 2004

The academy will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its academy community.

4.3 Our achievements

- We support our trans or gender questioning pupils and their families by ensuring they feel safe and supported to be themselves, in a learning environment that is supportive of pupils of all genders.
- We ask our trans or gender questioning pupils how they want to be addressed, either as 'he/him', 'she/her' or something else. If we make a mistake, we correct ourselves or allow ourselves to be corrected and continue to try. We are committed to doing our best to meet their preferences and use advice from Young Minds to guide our practice, in addition to our statutory equality duties.



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4.4 Our aims and objectives

- To access CPD opportunities for school leaders, teachers and support staff, to improve understanding of gender identity, exploring the theory and concepts which underpin trans-inclusion and how this supports a whole school approach to gender quality, including preventing transphobic and gender-based bullying.

5 Pregnancy and maternity

5.1 What do we mean by pregnancy and maternity?

Treating a woman (or a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

5.2 Our commitment

E-ACT academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their pregnancy or maternity. We will also seek to make arrangements for female pupils or staff to ensure that they are not treated less favourably because they are pregnant or breastfeeding. Specific provisions for pregnancy and maternity arrangements for staff are covered in the trust's Maternity policy.

6 Race

6.1 What do we mean by Race Equality?

The academies adopt the definition of Race as outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

6.2 Our commitment

E-ACT Academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of



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individuals to be treated with dignity and respect. We recognise that race discrimination, harassment and victimisation may be experienced by all in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors. The Academies also recognise that Black, Asian and Minority Ethnic pupils and staff may experience discrimination on the basis of race, colour, nationality and ethnic origin. This discrimination can manifest itself in all areas of their lives and can have serious consequences in terms of damaging people emotionally and physically and limiting life choices and opportunities. The academies do not tolerate any form of race discrimination which recognises is unacceptable, discriminatory and unlawful, and is proactive in ensuring that people whatever their race, are treated fairly. This commitment is consistent with the significant progress that the academies have already made in this area. We will comply with the requirements of the Equality Act 2010 with regard to Race Equality.

6.3 Our achievements

- We record and report racist incidents and discrimination and harassment. Reports are analysed to ensure effective and appropriate action is taken.
- Through PSHE lessons, all children address race equality issues
- All ethnic groups are encouraged to participate in all aspects of academy life including extra-curricular activities. This is shown through the School Council, Gifted and Talented register and competitive sports teams
- We take positive action to help recruit staff and governors from underrepresented ethnic communities
- Using our data tracking system – SIMs, achievement and progress data for children of minority ethnic backgrounds is analysed at least 3 times a year and trends are shared at the Regional Achievement Boards.
- BME parents are encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/ family learning courses, joining a resource making afternoon and academy performances
- Bullying and harassment of staff and pupils is monitored

6.4 Our aims and objectives

- To encourage dialogue between pupils of different racial groups
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, and ethnic cultural groups
- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture of all your pupils and their families



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- To make correspondence with parents accessible in a range of languages, as required
- Work in partnership with different racial groups to promote the active participation of different communities in shaping the future of academy
- To access training for staff in recognising and addressing unconscious bias
- Ensure academy staff, pupils and their families as well as our partners and the wider community fully understand the principles of good race relations
- Expand access across all communities and in all areas of academy activity

7 Religion or Belief

7.1 What do we mean by Religion or Belief equality?

A religion or belief refers to a religious and/or philosophical belief including lack of belief (e.g. Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism).

7.2 Our commitment

E-ACT Academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime. We recognise that discrimination, harassment and victimisation on the grounds of religion and/or belief or non-belief may be experienced in a number of ways, including day-to-day interaction with fellow pupils, staff and visitors. The academies seek to eliminate all forms of discrimination and prejudice based on religion and/or belief or non-belief, either direct or indirect, and are committed to treating staff, pupils and others fairly, regardless of their religion or belief and will not condone unfavourable treatment on this basis. We will comply with the requirements of the Equality Act 2010 with regard to religion or belief and any incidents of bullying, harassment and/or victimisation on the grounds of religion and/or belief or non-belief will be taken seriously and could provide grounds for disciplinary action that may lead to dismissal or exclusion from the academy.

7.3 Our achievements

- Through the RE curriculum, all children study a variety of faiths, including Christianity, Islam, Sikhism, Hinduism and Judaism
- All Assemblies promote pupils' spiritual, moral, social and cultural development
- Through PSHE lessons, children take part in work addressing tolerance and understanding of religion or belief



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- All faith groups are encouraged to participate in all aspects of academy life including extra-curricular activities. This is shown through membership of the School Council, the Gifted and Talented register, competitive sports teams, RE visits etc.
- We work in partnership with different religions or belief groups to:
 - increase understanding between religious groups
 - Promote the active participation of different religion or belief communities in educating our children
 - More actively and visibly celebrate festival days of a wide range of religions
 - Ensure academy staff, pupils and their families, partners and the wider community fully understand the principles of tolerance and good religion or belief relations
 - Expand access across all communities and in all areas of academy activity
 - Promote activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the religion or belief of all our pupils and their families

8.4 Our aims and objectives

We aim to tackle unlawful discrimination by:

- Keeping accurate records of all religion or belief groups, their backgrounds and needs and how the academy responds to them
- Encouraging dialogue between pupils of different religions or belief groups
- Preventing discrimination, and to promoting equality of opportunity and good relations between members of different religions or belief groups

8 Sexual Orientation

8.1 What do we mean by sexual orientation equality?

The academy uses the definition as outlined in legislation as sexual orientation meaning a person's sexual orientation towards:

- Persons of the same sex
- Persons of the opposite sex,
- or Persons of either sex

8.2 Our commitment

E-ACT Academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their sexual orientation. The Academies will combat discrimination faced by lesbians, gay and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across our



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curriculum provision, services and employment. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia and challenge stereotyping. The academies recognise the need to protect pupils and staff from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation). We are committed to taking a pro-active approach to preventing all forms of homophobia within our academies. We will deal with complaints of discrimination and harassment speedily, following appropriate guidance and notify complainants of the outcome and actions taken.

8.3 Our achievements

Within our anti-bullying policy, homophobic bullying and harassment will not be tolerated and staff have been trained to support implementation of this policy.

8.4 Our aims and objectives

- To continue to raise awareness of sexual orientation issues in particular the use of homophobic language
- To increase staff confidence on dealing with issues through further training

9 Other Vulnerable Groups (Including Children Looked After, Free School Meals and Special Educational Needs)

9.1 What do we mean by other vulnerable groups?

The academy has identified that other groups of children may be vulnerable for various reasons, including:

- Looked After Children (LAC)
- Free School Meals (FSM)
- Special Education Needs and Disability (SEND)

9.2 Our commitment

E-ACT Academies are committed to promoting an ethos that safeguards the dignity and well-being of everyone. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because of their socio-economic background or academic ability. (See the trust's SEND policy) The academy's leadership team tracks the progress of the children in each of these groups at least 3 times a year, liaising directly with teachers, support staff and parents. (See Pupil Premium report) The Academy Improvement Plan includes a specific objective to close any identified progress gap between groups of



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vulnerable pupils and their peers. A Family Link Mentor has been employed to provide support.

9.3 Our Achievements

- Identified achievement gaps have been closed in reading and writing. Identified groups of disadvantaged children have all made very good progress
- Across the board in all subjects vulnerable children are well supported with a range of interventions

9.4 Our Aims and Objectives

- To ensure that vulnerable pupils continue to progress at least in line with non-disadvantaged pupils in both attainment and progress in the core subjects.