



St Mary  
Magdalene  
Academy

# **EQUALITY POLICY – PUBLIC SECTOR EQUALITY DUTY**

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”  
James 3.13

## PUBLIC SECTOR EQUALITY DUTY - POLICY STATEMENT

### ST MARY MAGDALENE ACADEMY

<b>Approval Committee:</b>	<b>Full Governing Body</b>
<b>Review Committee:</b>	<b>Community Relations and Student Welfare (CR&amp;SW)</b>
<b>Author/responsible person:</b>	<b>Executive Director/ Head Teacher</b>
<b>Last reviewed:</b>	<b><i>TBC</i></b>
<b>Next review date:</b>	<b>June 2015 (every 4 years)</b>
<b>Required to publish on website?</b>	<b>No</b>
<b>Statutory?</b>	<b>No</b>

## 1.1 Introduction

- 1.1.1 St Mary Magdalene Academy and St Mary Magdalene Academy: The Courtyard (the Academy) recognise our obligations to eliminate discrimination, advance equality of opportunity and foster good relations under the Equality Act 2010 (the Act).
- 1.1.2 The Act provides a framework to support our Academy's commitment to Christian values and respecting diversity and it also ensures that we continue to tackle issues of underachievement of different groups represented in the Academy.

## 1.2 Equality Act 2010

- 1.2.1 The Act was introduced to ensure protection from discrimination, harassment and victimization on the grounds of protected characteristics. This means that Academies cannot discriminate against pupils, staff, parents and carers or treat them less favourably because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age, marriage and civil partnership are also protected characteristics in relation to staff.
- 1.2.2 The Act requires Academies to comply with the Public Sector Equality Duty (PSED) and this comprises two specific duties:
- 1.2.3 The 'general duty' requires Academies to:
  - 1.2.3.1 eliminate unlawful discrimination, harassment and victimization;
  - 1.2.3.2 advance equality of opportunity between different groups; and
  - 1.2.3.3 foster good relations between different groups.
- 1.2.4 In order to help Academies meet the general duty, there are two 'specific duties' that require Academies to:
  - 1.2.4.1 publish information to show compliance with the PSED; and
  - 1.2.4.2 publish one or more equality objectives at least every 4 years which are specific and measurable.
- 1.2.5 This policy describes how the Academy is meeting these statutory duties. Appendix 1 is a checklist of key equality considerations.

Appendix 2 shows the Academy's equality objectives in an Equality Action Plan.

### **1.3 Development of the policy**

- 1.3.1 When developing the policy, we took account of the DfE guidance on the Act and also the OFSTED inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

### **1.4 Other policies and documentation**

- 1.4.1 Although this policy is the key document for information about our approach to equality, we ensure that information about our responsibilities under the Act are also included in our Academy development plan, self-evaluation review and the Academy's website.

- 1.4.2 Our responsibilities under the Act also inform policy and practice with regards to the Academy's admissions, exclusions, behaviour and anti-bullying policies as well as minutes of meetings of the Governing Body.

### **What the Academy is doing to eliminate discrimination, harassment and victimization**

- 1.4.3 We take account of equality issues in relation to admissions and exclusions, the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- 1.4.4 We are aware of the reasonable adjustment duty for disabled pupils, which is designed to enhance access and participation and stop disabled children being placed at a disadvantage compared to non-disabled children.
- 1.4.5 The Executive Director and Chair of Governors ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- 1.4.6 We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.
- 1.4.7 We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

- 1.4.8 Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of protected characteristics.
- 1.4.9 Our policies on behaviour and exclusions take full account of our equality duties. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from Academy for evidence of over-representation of different groups and take action promptly to address concerns.
- 1.4.10 We challenge all forms of prejudice based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. We keep a record of different prejudice related incidents and provide a report to the Governing Body about the numbers, types and seriousness of prejudice related incidents at our Academy and how we dealt with them. We review this data termly and take action to reduce incidents.

**What the Academy is doing to advance equality of opportunity between different groups**

- 1.4.11 We collect data and monitor progress of different groups of pupils and use this data to support Academy improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.
- 1.4.12 We collect, analyse and use data in relation to attendance and exclusions of different groups.
- 1.4.13 We produce an analysis of standards reached by different groups within the Academy at the end of Key Stages 2 and 4.
- 1.4.14 We use a range of teaching strategies that ensures we meet the needs of all pupils. We provide support to pupils at risk of underachieving.
- 1.4.15 We take opportunities to maximize positive impacts by reducing and removing inequalities and barriers that may already exist between, for example, disabled and non-disabled pupils and pupils of different ethnic, cultural and religious backgrounds.
- 1.4.16 We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.

- 1.4.17 The Governing Body reviews the Accessibility Plan annually and makes reasonable adjustments to increase the extent to which pupils with disability can participate in the curriculum and to improve the physical environment.

## 1.5 **Positive action**

- 1.5.1 We will take proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the Academy's equality objectives.

### **What the Academy is doing to foster good relations**

- 1.5.2 We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- 1.5.3 We teach about diversity and the impact of stereotyping, prejudice and discrimination across the curriculum.
- 1.5.4 We use materials and resources that reflect the diversity of the Academy population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- 1.5.5 We promote a whole Academy ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- 1.5.6 We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- 1.5.7 We include the contribution of different cultures to world history and that promote positive images of people.
- 1.5.8 We provide opportunities for pupils to listen to a range of opinions and empathize with different experiences.
- 1.5.9 We promote positive messages about equality and diversity through displays, assemblies and whole Academy events.

### **Other ways we address equality issues**

- 1.5.10 We maintain records of all training relating to equality.
- 1.5.11 We keep minutes of meetings where equality issues are discussed.

- 1.5.12 We review all of our Academy policies in relation to equalities and their impact on the progress and wellbeing of our pupils.
- 1.5.13 The implications for equalities within new policies and practices are considered before they are introduced.
- 1.5.14 We review relevant feedback from the parent questionnaires, parents-teacher conferences and other feedback from parents and carers.
- 1.5.15 We analyse responses from staff surveys, staff meetings and training events.
- 1.5.16 We review feedback and responses from lessons and whole Academy surveys on pupils' attitudes.
- 1.5.17 We gather feedback from Parent Governors and other members of the Governing Body.

## **1.6 Publishing equality objectives**

- 1.6.1 The equality objectives which we identify represent our Academy's priorities and are the outcome of a careful review of and analysis of data. We evaluate our success in meeting our Public Sector Equality Duty by the extent to which we achieve improved outcomes for the different groups.
- 1.6.2 Our equality objectives for 2013-2014 are:
  - 1.6.2.1 We will endeavour to ensure that all pupils make the required levels of progress in attainment.
  - 1.6.2.2 We will endeavour to reduce the attainment gap in English and Maths between pupils within the Academy's identified groups (for example, Free Academy Meals) and their peers.
  - 1.6.2.3 We will increase participation in after Academy clubs, extra-curricular activities and other extended Academy provision.
  - 1.6.2.4 We will endeavour to reduce exclusions amongst pupil groups.
  - 1.6.2.5 We will endeavour to improve career progression amongst pupil groups.

1.6.3 We have produced an Equality Action Plan at Appendix 2 that shows how we will achieve our objectives.

## 1.7 **Monitoring and reviewing equality objectives**

We review and update our equality objectives (at least every 4 years) and report annually to the Governing Body on progress towards achieving them.

## 1.8 **Roles and responsibilities**

We expect all members of the Academy community to support our commitment to meeting the requirements of the Act. We will provide training and guidance to enable them to do this.

### **Governing Body**

1.8.1 The Governing Body is responsible for ensuring that the Academy complies with legislation and that this policy and its related plans are implemented. Every Governing Body committee keeps aspects of the Academy's commitment to the equality duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the Academy environment.

1.8.2 The Governing Body must annually review the equality policy and evaluate the success of the Academy's equalities work.

### **Executive Director**

1.8.3 The Executive Director is responsible for implementing the policy; for ensuring that all staff members are aware of their duties; and for monitoring outcomes.

### **Teaching and support staff**

1.8.4 All teaching and support staff will:

1.8.4.1 promote an inclusive and collaborative ethos in their classroom;

1.8.4.2 challenge prejudice and discrimination;

1.8.4.3 deal fairly with any prejudice related incidents that may occur;

1.8.4.4 plan and deliver lessons that reflect the Academy's duties, for example, in providing materials that give

positive images in terms of race, gender and disability;  
and

1.8.4.5 maintain the highest expectations of success for all pupils; and

1.8.5 Support different groups of pupils in their class through differentiated planning and teaching.

1.8.6 The Academy will provide training and guidance on equality duties for all staff new to the Academy as part of the induction procedure. We will go through the key expectations and duties of the Act at a staff meeting at the start of the Academy year. Attendance at training will be recorded and all new and existing staff members will receive copies of this policy.

### **Visitors**

1.8.7 All visitors to the Academy, including parents and carers are expected to support our commitment to equality and comply with the duties set out in this policy. We will provide information about the Academy in advance of their visit to enable them to do this.

## **1.9 Equal opportunities for staff**

1.9.1 The Academy is committed to the implementation of equal opportunities principles and the monitoring and promotion of equality in all aspects of employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

1.9.2 As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development. We will comply with our Equal Opportunities Policy.

## **1.10 Sharing the policy**

1.10.1 This policy along with our equality objectives are available on the Academy's website. We ensure that the whole Academy community knows about the policy through the Academy newsletter, assemblies, staff meetings and other communications.

## **Appendix 1: Check list for staff and Governors**

1. The Academy collects information on protected characteristics with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training.
2. This information is used to inform the policies, plans and strategies, lessons, training and activities the Academy provides.
3. The Academy publishes information to demonstrate action on the general duties.
4. The Academy analyses pupil achievement in terms of progress and standards for different groups and takes action when patterns indicate a need.
5. The Academy sets equality objectives to improve outcomes for vulnerable pupils and monitors progress on reaching these objectives.
6. The Executive Director has responsibility for co-coordinating the implementation of the policy and monitoring outcomes.
7. The Academy ensures that all staff understand and implement the key requirements of this policy.
8. The Academy ensures that visitors to the Academy understand and follow the key requirements of this policy.
9. The curriculum includes opportunities for all pupils to understand and celebrate diversity.
10. All groups of pupils are encouraged to participate in Academy life and make a positive contribution.
11. The Academy monitors bullying and harassment of pupils in terms of difference and takes action if there is a cause for concern.
12. Visual displays reflect the diversity of the Academy community.
13. Minority role models and those of vulnerable groups are promoted positively in lessons and class assemblies.
14. The Academy takes part in annual events such as Holocaust Memorial Day to raise awareness of issues around race and religion.
15. The Academy's environment is increasingly accessible to pupils, staff and visitors to the Academy with disabilities.
16. The accessibility needs of parents are considered in publishing and sending out information.