



**PORTSMOUTH AND WINCHESTER
DIOCESAN ACADEMIES TRUST**



Single Equalities Policy

Date Agreed: June 2020

Review Date: June 2022

Signed: _____

Chair of Governors

**Portsmouth and Winchester Diocesan Academies Trust
St. Blasius Academy
Single Equalities policy**

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	28 th April 2015	LG	RSC	New policy
2	7 th June 2016	SB	Gov	Localised
3	June 2018	CW	Gov	Reviewed policy
4	June 2020	CW	Gov	Reviewed policy



THE CHURCH
OF ENGLAND

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2. Statement / principles

The policy outlines the commitment of the Portsmouth and Winchester Diocesan Academies Trust and all staff and Governors of each Academy within the Trust, to promote equality. This involves tackling the barriers which could lead to unequal outcomes for identified groups of students, staff, parents/carers, governors and visitors in the Academy, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the Academy.

We believe that equality at each of our Academies should filter through all aspects of Academy life and is the responsibility of every member of the Academy and wider community. Every member of the Academy community should feel safe, secure, valued and of equal worth. At St Blasius Academy, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, gender, ethnicity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

2.1. Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Principal, the governing body with the support and guidance from the PWDAT Academies Officer. They are responsible for:

- Providing updates on equalities legislation and the Academy's responsibilities in this regard.
- Working closely with the lead governor responsible for equality and diversity.
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, Minority Ethnic including traveller and English as an Additional Language (EAL) students and Free School Meals, in the following recommended areas:
 - Pupils' progress and attainment.
 - Teaching and learning.
 - Behaviour, discipline and exclusions.
 - Attendance.
 - Admissions.
 - Incidents of prejudice related bullying and all forms of bullying.
 - Parental involvement.
 - Participation in extra-curricular and extended Academy activities.
 - Staff recruitment and retention.
 - Visits and visitors.

3. Policy commitments

3.1. Promoting equality: Curriculum

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

- Curriculum planning reflects a commitment to equality.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the Academy.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- The promotion of attitudes and values that challenge discriminatory behaviour and language.
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles.

3.2. Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the Academy will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- It is important to identify the particular needs of individuals and groups within the Academy and to use targeted interventions to narrow gaps in achievement.
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage.
- A range of teaching methods to be used throughout the Academy to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

3.3. Promoting equality: Ethos and culture

- At St Blasius Academy, we are aware that those involved in leadership of the Academy community are instrumental in demonstrating mutual respect between all members of the Academy community.
- There should be a feeling of openness and tolerance which welcomes everyone to the Academy.
- The pupils are encouraged to greet visitors to the Academy with respect.
- The displays around the Academy will be of a high quality and reflect diversity across all aspects of equality.
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible.
- Provision is made for the cultural, social, moral and spiritual needs of all pupils through the planning of worship, classroom based and off site activities.
- Pupils are given an effective voice, for example through an Academy Council and through termly pupil surveys, which regularly seek their views.
- Positive role models are used throughout the Academy to ensure that different groups of pupils can see themselves reflected in the Academy community.

3.4. Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding practices and ensure good equality practice through the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds.
- All supply staff and contractors are made aware of the equalities policy and practice.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

3.5. Promoting equality: Countering and challenging harassment and bullying

- The Academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- Annually an anti-bullying week will be held in November to inform and challenge discriminatory behaviour throughout the academy.
- There is an annual anti-bullying week to inform and challenge discriminatory behaviour throughout the academy.
- The Academy has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Principal);
- The academy reports to Governors (termly) and the PWDAT (annually) the number of prejudice related incidents recorded in the Academy.

3.6. Promoting equality: Partnerships with parents/carers and the wider community

St Blasius Academy aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the Academy;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in Academy activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

The Equality Act 2010, came in force in October 2010 and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:

– Race	– Religion and belief
– Disability	– Gender reassignment
– Gender	– Pregnancy and maternity
– Age	– Marriage and civil partnership

4. Responsibility for the policy

In our academy, all members of the academy community have responsibility for the promotion of equalities.

4.1. The governing body has a responsibility for ensuring that:

- The Academy complies with all equalities legislation relevant to the Academy community.
- The Academy's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable.
- The actions, procedures and strategies related to the policy are implemented.
- The Governing Body will have an overview, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

4.2. The Principal and senior leadership have a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality.
- Overseeing the implementation of the equality policy and action plan.
- Co-ordinating activities related to equality and evaluating impact.
- Ensuring that all who enter the Academy are aware of, and comply with, the equalities legislation.
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination.

4.3. All academy staff have responsibility for:

- The implementation of the Academy's equalities policy and action plans;
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other equality protected characteristic under the Equality Act 2010

Keeping up to date with equalities legislation by attending training events organised by the Academy, PWDAT or recognised training provider.

4.4. Measuring the impact of the policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our Academy. As part of the action plan a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from

the equality impact assessments will be published for the academy community and used to make improvements.

5. Equality objectives

Ref	Objective	Measured by	Activity	Lead	Progress milestones
1	Provide training opportunities for all staff to explore diversity and how we support and encourage this within our academy.	Training records.	CPD for teaching and teaching assistant staff.	Principal	List of training for each term reviewed at LGB meeting.
2	Foster good relationships between all members of the school community encouraging openness and tolerance by respecting each other's beliefs.	Reduction in the number of bullying/racist issues. Annual parental surveys.	Encourage all members of the school community to talk openly together via circle time/PSHE activities. ELSA to support vulnerable groups.	Principal	Review of parental surveys.
3	To ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is heard and acted upon.	Annual parental surveys.	Ensure that when joining the academy, parents are informed of communication methods and whether the academy needs to make any adjustments for extra support. ELSA and FLO support available.	Parent forum Principal	Review opportunities regularly and on an on-going basis.

6. Related documents

- Guidance on equality, diversity and governance.
- Equality Impact Assessments.
- Equality Impact assessment review list.
- Anti-bullying and Behaviour policies.
- Attendance policy.
- Admissions policy.
- Academy Development/Improvement Plan.

7. Glossary of terms

Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Needs
KS	Key Stage
EIA	Equality Impact Assessment
AD/IP	Academy Development/Improvement Plan
SEF	Self-Evaluation Form
PHSE	Personal, Health and Social Education
EAL	English as an Additional Language
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team
RAISE	Academy data compared to national data
GB	Governing Body
SIAMS	Statutory Inspection of Anglican Methodist Schools
QESO	Quality of Education Standards and Outcomes
FSM	Free School Meals
PWDAT	Portsmouth and Winchester Diocesan Academies Trust