



Ashmole Academy Trust

Equality Policy

Ashmole Academy Trust is committed to encouraging equality and diversity of education and opportunity for all students, staff, parents and carers irrespective of race, gender, sexuality, disability, faith or religion or socio-economic background. The Trust aims to develop a culture of inclusion and diversity in which all those connected to the Trust feel proud of their identity and are able to participate fully in school life.

Aims of the Policy

This Equality Policy brings together all previous policies, schemes and action plans around equality including all those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against any individuals within our community. The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of the following characteristics:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Gender reassignment
- Sexual orientation
- Pregnancy or maternity
- Age, marriage and civil partnership are also 'protected characteristics' but are not part of the school provisions related to students.

Purpose

The purpose of the policy is to set out the practices that demonstrate '*due regard*' to the Public Sector Equality Duty (April 2011) which requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation;
- 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 that do not

Ashmole Academy Trust will ensure that we involve students, staff, governors, parents/carers and the community in achieving the best outcomes for the students.

Specific Duties

In accordance with the specific duties the Trust will:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every four years

Equality objectives

Ashmole Academy Trust is committed to:

- Eliminating discrimination, harassment and victimisation;
- Promoting equality of access and opportunity within the schools and within the wider community;
- Promoting positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins;
- Valuing equally all members of the school community regardless of sex, race, ethnic or faith background, sexual orientation or social situation;
- Promoting social cohesion and preparing students to live in a diverse world;
- Giving staff equal access to opportunities for personal, professional or academic development and opportunities for career progression.

Meeting the duties:

Under the statutory duties, all schools have a 'General Duty' to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it.

Race Equality

The general duty to promote race equality means that the schools must have due regard to:

1. Eliminating racial discrimination
2. Promoting equality of opportunity
3. Promoting good relations between people of different racial groups

Disability Equality

The general duty to promote disability equality means that the schools have due regard to:

1. Promoting equality of opportunity between disabled people and other people
2. Eliminating unlawful discrimination
3. Eliminating disability related harassment
4. Promoting positive attitudes towards disabled people
5. Encouraging participation by disabled people in public life

6. Take steps to take account of disabilities, even where that involves treating disabled people more favourably than other people.

Accessibility

This should be read in conjunction with the Trust's SEND Policy and Accessibility Plan

Gender Equality

The general duty to promote gender equality means that schools must have due regard to:

1. Eliminating unlawful discrimination and harassment and
2. Promoting equality of opportunity between men and women, and boys and girls

Equality into policy and practice

As well as the specific objectives that are required, the Trust operates equality of opportunity in its day to day practice in the following ways:

Teaching and Learning

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our students.

Admissions and Exclusions

The admissions arrangements are fair and transparent and do not discriminate on race, gender, disability or socio-economic factors. Exclusions are based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

The Trust is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

The Equality Act also applies to the Academy Trust in their role as employers. See 'Staff Equality Policy' for further details.

Links to other policies and documentation

This policy is a key document for information on the approach to equalities in line with the Public Sector Equality Duty. The Trust will also ensure that information on the responsibilities under the Equality Act is also included in the school development plans, self-evaluation, promotional material, websites and newsletters. Further references can also be found in other policies such as accessibility, behaviour, admissions, SEND, anti-bullying, teaching and learning and equal opportunities policies.

Responsibilities

The Governing Body and leadership team of the schools will work with all its partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all students and staff from all protected characteristics to reach the highest standards possible.

The Governing Body

The Governing Body is responsible for ensuring that the school complies with Equality Legislation and fulfils its legal responsibilities. With assistance from the Head Teacher, the Governing Body will ensure that the policy and its related procedures and strategies are implemented.

Head Teacher

The Head Teacher is responsible for:

- Overseeing the work of the Assistant Head – Inclusion;
- Making sure the policy and its procedures are followed;
- Producing regular information for staff and governors about how the policy is working and providing training for them on the policy if necessary;
- 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;
- Making sure the Equality Policy is regularly monitored and reviewed.

All staff are responsible for:

- Dealing with incidents of unlawful discrimination and bullying;
- Being able to recognise and tackle bias and stereotyping;
- Promoting equality and good relations between all groups;
- Keeping up to date with the law on discrimination, and taking up training opportunities;

- Striving to provide images and lesson plans that show positive images of, and are inclusive of, people from the protected characteristics.

Monitoring and reviewing objectives

The Trust will review and update the equality objectives every four years and report annually to the CEO and to the governing body on progress towards achieving them. We involve and consult staff, pupils, governors and parents and carers.

Publishing and reporting

The Trust will publish the Strategic Equality Plan on the website. It is available in large print and other formats on request.

We will report and publish annually on the progress made on the action plans and the impact of the plan itself on school ethos and practice within the school. This is undertaken as part of the Governors' Annual Report.

Equality objectives

As public bodies, academies and free schools must comply with the [public sector equality duty](#).

This means you have to:

- publish details of how your school is complying with the [public sector equality duty](#) - you should update this every year
- publish your school's equality objectives - you should update this at least once every 4 years

You need to include details of how your school is:

- eliminating discrimination (see the [Equalities Act 2010](#))
- improving equality of opportunity for people with [protected characteristics](#)
- consulting and involving those affected by inequality in the decisions your school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community)



Ashmole Academy Equality Objectives 2016-2020			
Equality strand	Description	Responsibility	Timescale
All	Publish and promote the Equality Plan through faculty meetings, and publish the equality objectives on website	R. McLaren AHTs (through faculty meetings) Reference to location of equality objectives in the newsletter for the website	Jan 2017 Then reviewed and updated yearly
All	To monitor and analyse student achievement by race, gender and disability and act on any trends or patterns in data that require additional support.	R. McLaren B. Dhinsa	Half-termly followed by interim progress checks, Landmark assessment data
All	To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	R. McLaren (in charge of displays) All staff	Ongoing
All	Ensure that the curriculum, PSHE programme and assemblies, external speakers and thought for the day promote role models that students positively identify with, which reflects the schools' diversity in terms of race, gender and disability	N. Wilmont (assemblies, thought for the day, tutorial programme) C. Moon (Able, Gifted and Talented for external speakers) Faculty AHT	Ongoing
All	Ensure all students are given the opportunity to make a positive contribution to the life of the school through involvement in School Council, Senior Team, assemblies, school production and fundraising	C. Fisher S. El Sayed AHTs of year groups	Ongoing
All	In Able, Gifted and Talented initiatives, clubs ensure that the school population is fully reflected in terms of race, gender and disability	C. Moon R. McLaren	Termly reviewed
All	To monitor the progress of SEND students by ensuring that they make the expected progress or are provided with an alternative curriculum that meets their needs	R. McLaren J. Ireland	Half-termly following IPCs and Landmark assessments

Race Equality	Identify, respond and report racial incidents Report figures to the governing body	Head Teacher T. Sullivan	Termly and annually
Gender Equality	To ensure opportunities arranged within school have an appropriate balance between boys and girls through: <ul style="list-style-type: none"> - Y8 French trip - Able, Gifted and Talented trips across all year groups - Y12 New York trip - Sporting events (balance of activities that are accessible to both boys and girls) - Extra-curricular activities 	J. Barnes (Languages trip) C.Moon (Able, gifted and talented) S. El Sayed (New York trip) V. Clarke (sporting activities) HOF (Extra-curricular activities)	Ongoing
Disability Duty	To ensure students with a disability are actively involved in extra-curricular clubs	R. McLaren J. Ireland B. Gilding	Ongoing
Disability Duty	Large print/e formats/sound available on request of important documents/letters when requested	R. McLaren L. Logie	
Community Cohesion	Embed Ashmole Values into the curriculum and tutor time by: <ul style="list-style-type: none"> a) Promoting the values through displays around the school, website, publications b) Embedding Ashmole Values into presentations in thought for the day and assemblies c) Using the Ashmole Values language in communication with students and staff d) Rewarding students on using the values in class and around the school through postcards 	T. Sullivan J. Hart R. McLaren (displays)	a) Displays completed by April 2017 b) January 2017 c) Ongoing d) January 2017
Community	Fundraise for national charities through the year., e.g Jeans for Jeans, British	B. Dhinsa	Events through the year

Cohesion	Legion, Save the children (Christmas jumper day) etc.	C. Hammond	
Community Cohesion	Celebrate some cultural events throughout the year through the tutorial programme and assemblies to increase student awareness and understanding of different communities e.g Black History Month, International Women's day, Christianity	N. Wilmont	Review of programme in July 2017 Changes to be completed for September 2017