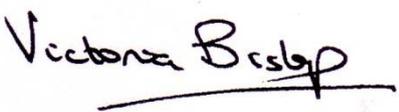


# Sir Christopher Hatton Academy

A Member of Hatton Academies Trust



<b>Title</b>	<b>Equality Cohesion and Extremism Policy</b>
<b>Reviewed</b>	<b>September 2017</b>
<b>Next Review</b>	<b>September 2018</b>
<b>Associated Policies</b>	
<b>Originator</b>	<b>Gavin Stanger</b>
<b>Approved</b>	

# Equality, Cohesion and Extremism Policy

## 2017 to 2018

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*If your preferred language is not English, or for those who are blind or partially sighted, please contact us on 01933 226077 to make arrangements to help you with this document.*

## Policy Statement

In the development of this Equality, Community Cohesion and Extremism policy, Hatton Academies Trust has adopted an approach that builds on **disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation** considerations at every level of the Academy Trust (strategic, policy, management and classroom level)

The Academy Trust will demonstrate what it has done and what it plans to do to improve opportunities and outcomes for pupils, staff, parents and other stakeholders of the Academy.

This policy will be monitored and delivered through the work of the Board of Directors, Academy Improvement and Self Evaluation processes.

We will ensure that every pupil, irrespective of their protected characteristics is able to achieve high standards and that strategies are in place to tackle underachievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that each academy's disciplinary procedures for pupils and its behaviour management policy are fair, effective and equitable.

The Trust advocates that through the continued development of positive attitudes to diversity and tolerance greater cohesion and harmony will exist within our community.

It is the Trust's intention to ensure that the adults working or volunteering in the academy environment include as much as possible a balanced representation of the local and wider community to provide good role models for pupils of all backgrounds.

The Trust takes its obligations set out as the general duty of equality seriously both with regard to the student body and its duty as an employer. All policies and practice pertaining to the employment of staff are with due regard to the general equality duty.

This policy will be linked to evaluations and action plans in each academy which set out how we intend to implement this policy over the next three years in that setting.

## **Legal duties**

1. The Trust welcomes its legal duties and responsibility to promote equality and eliminate discrimination within the Academy in accordance with the Equality Act 2010 and the Public Sector Single Equality Duty.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We welcome the duty under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism

## **Guiding principles for Equality, Community Cohesion and Extremism**

4. In fulfilling the legal obligations referred to above and summarised in we are guided by seven principles.

### **Principle 1: All learners are of equal value**

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender or sexual orientation.

### **Principle 2: We recognise and respect diversity**

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate (directly or indirectly), but are differentiated as appropriate to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

### **Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

#### **Principle 4: Staff recruitment, retention and development**

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, race, religion or belief, national origin or national status
- whichever their gender, sexual orientation or sexual status

#### **Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

#### **Principle 6: We consult widely**

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

#### **Principle 7: Society as a whole should benefit**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

#### **Principle 8: We challenge poor attitudes where they exist and work closely with all relevant agencies if concerns are raised**

Incidents where students openly display prejudice, discrimination, bigotry and partisanship are challenged strongly. We take swift action in reporting concerns or radicalization if this is suspected.

### **The Equality Plan**

5. We recognise that the actions resulting from a policy are what make a difference.

6. Every three years each academy draws up an action plan within the framework of the overall academy improvement plan, setting out the specific actions and projects we shall undertake to implement the principles above.
7. This plan is drawn up from an analysis of our performance. The analysis and the plan, together with our compliance statement fulfil the requirements of the Public Sector Equality Duty (PSED). Examples from Sir Christopher Hatton Academy are set out in Appendices 1, 3 and 4.

### **The curriculum**

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

### **Ethos and organisation**

9. We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:
  - learners' progress, attainment and assessment
  - learners' personal development, welfare and well-being
  - teaching styles and strategies
  - admissions and attendance
  - staff recruitment, retention and professional development
  - staff pay, appraisal and benefits
  - care, guidance and support
  - behaviour, discipline and exclusions
  - working in partnership with parents, carers and guardians
  - working with the wider community.

### **Addressing prejudice and prejudice-related bullying**

10. The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:
  - prejudices around disability and special educational needs
  - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
  - prejudices reflecting sexism and homophobia.
11. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our academy and how they were dealt with.

## **Addressing concerns surrounding extremism**

13. We take the risk of radicalisation and extremism very seriously. The academy promotes a strong ethos of British Values. Staff receive training on how to identify those who may be at risk and the course of action

### **Roles and responsibilities**

14. The Board of Directors/CEO will:

- Ensure the Academy complies with all current equality legislation
- Monitor the implementation of the Equality, Community Cohesion and Extremism Policy and action plan.
- Ensure that all directors are aware of their legal responsibilities under equality legislation
- Receive and discuss equality and community cohesion reports on progress and performance.
- Appoint a director with a watching brief regarding the implementation of this policy.

15. The Principal/Associate Principal will

- Provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and co-operation
- Ensure staff, pupils, parents and carers and other stakeholders are aware of this policy and receive training and support in carrying these actions out.
- Monitor to ensure the effective implementation of this policy
- Provide reports to the Directors on progress and achievement
- Allocate responsibilities and provide training and development opportunities for staff to implement this policy
- Assess and monitor the impact of this policy
- Ensure that the policy is made available to Directors, staff, pupils, parents and other stakeholders
- Take appropriate action in any cases of victimisation, harassment and discrimination in line with the Academy's complaint's and grievance procedures
- Report racist incident monitoring information to the LA as required

16. The Senior Leadership Team will:

- Drive forward implementation of this policy and action plan
- Support staff to play their role in implementation of this policy
- Provide effective leadership on all equality, inclusion and community cohesion matters
- Promote the principles of this policy widely
- Respond in a timely manner when dealing with any incidents or issues of discrimination, victimisation or harassment.
- Assist in implementing reviews of the policy and action plan
- Each academy will have a nominated lead to act as the co-ordinator for policy development and action planning.

17. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- not promote partisan political views in the teaching of any subject and present political issues in a balanced way as and when they arise in the curriculum. This applies within the classroom and all other work contexts.

- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.
- Identify and immediately report cases of suspected radicalism

18. Staff performance review supports these aims. Teaching Staff are assessed against the teacher standards including these elements in part 2 of the standards:

- “showing tolerance of and respect for the rights of others;
- “not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- “ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.”

The same principles apply to appraisal and performance review for support staff within the Performance Appraisal and Development Programme

### **Information and resources**

- 19. We ensure that the content of this policy is known to all staff and directors and, as appropriate, to all pupils and parents.
- 20. All staff and directors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### **Religious observance**

- 21. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

### **Staff development and training**

- 22. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Breaches of the policy**

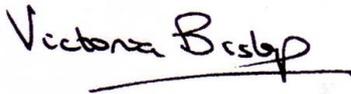
- 23. Breaches of this policy will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the Principal/Associate Principal

## Monitoring and evaluation

24. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. A summary of this is published on our website to fulfil the PSED and an example is found in appendix 4.
25. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
26. To review good practice we make use of a range of auditing schedules.

### Policy Review

The policy will be reviewed in September 2018.

A handwritten signature in black ink that reads "Victoria Bishop". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Signed

Date September 2017

## **APPENDICES**

Appendix 1: Equality Act Compliance Statement

Appendix 2: Summary of Legal Obligations

Appendix 3: The Equality Plan

Appendix 4: Summary Analysis

## Appendix 1: Equality Act Compliance Statement

- 1 The academy provides training to all staff to outline the requirements of the Equality Act 2010 and the academy's Public Sector Equality Duties.
- 2 The academy has a diverse workforce and an equality statement is included on all vacancy adverts.
- 3 Information is provided to the Local Authority about workforce diversity as part of the School Census.
- 4 The academy monitors pupil's performance to assess whether or not they are achieving to their potential and to target support where it is needed, using:
  - RAISE-online and its replacement
  - Tracking of individual pupil's progress via our assessment systems, scheduled on the assessment calendar
  - Further tracking of other vulnerable groups, including those known to have protected characteristics via the inclusion report
- 5 An accessibility plan is maintained by the academy and reviewed regularly.
- 6 SEND children have a review meeting at least annually. At this meeting the children and their parents are asked about any ways in which the academy can help them further. The information from these meetings is reviewed by the SENCO so that any equality issues can be highlighted and action taken to address them.
- 7 Children with protected characteristics are included in all aspects of academy life. This includes participation in extra-curricular activities and during our enrichment time.
- 8 During lesson planning, all staff consider the learning needs of individual students and plan accordingly to ensure that all students can access and make progress. A system of 'notes on needs' and 'class profiles' supports the passing of information to teaching staff and the consideration of differentiation requirements. This system provides information on SEND, gifted and talented, English as an Additional Language, medical needs, pastoral needs, literacy needs and examination special arrangements from the coordinators in these areas.
- 9 PSHE lessons include equality topics, including racism and discrimination based on faith or sexuality.
- 10 The academy's policies are reviewed to make sure that they comply with the Equality Act 2010.
- 11 In service training is used where it is appropriate to up skill staff to ensure that the needs of our students are met
- 12 Any bullying incidents are categorised on the academy's records system. This system is regularly interrogated by the Pastoral Team to check for instances of identity based bullying.
- 13 Small group interventions are provided by the SENCO and SEN teacher, as well as for EAL students, and those with pastoral needs. Extra provisions also exist for gifted and talented students and individual care arrangements are made as required for those with medical needs
- 14 We run before school, break, and lunch clubs for students who require assistance or support during social time. We also run an after school homework club.
- 15 Academy staff have been provided with safeguarding training and clear policies and procedures are in place.

## Appendix 2: Summary of Legal obligations (GRS, 2017)

Equality law in Great Britain is governed by the Equality Act 2010.

### Protected Characteristics

Schools and academies **cannot lawfully discriminate** against the following *protected characteristics*:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age

However, in schools, age is only a protected characteristic in relation to employment and the provision of goods and services. Age as a protected characteristic does not apply to pupils (even those who are over 18).

### Public Sector Equality Duty

The Act introduces the Public Sector Equality Duty, which replaced the three pre-existing equality duties.

Schools and academies are **required to**:

- 1) Have 'due regard for the need to':
  - Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
  - Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

In schools and academies, 'due regard' means:

- Decision makers must be **aware of the duty** to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics
- Schools should **consider equality implications** before and at the time that they **develop policy** and take decisions, **not as an afterthought**, and they need to keep them under review on a continuing basis
- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind

2) **Required documentation.** Publish:

- Information to demonstrate how they are complying with the PSED (**annually**)
- Equality objectives (**every four years**)

## Reasonable Adjustments for those with Disability

Schools **must** make 'reasonable adjustments' for those with disability.

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils, then the school must take reasonable steps to try to avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

## Accessibility planning

An accessibility plan is listed as a statutory document. The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

The plan must be:

- Reviewed every three years
- Approved by the governing body, which is free to delegate this to a committee of the governing body, an individual governor or the headteacher

There is no specific national requirement to have a physical assessment of accessibility. However, it is widely considered that it would be difficult to write an accessibility plan without first doing an assessment of accessibility.

An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan

## Positive Action (positive discrimination)

Positive action is lawful but **not required** in order to address an equality issue.

- A positive action initiative specifically to help boys in such a position would not necessarily be unlawful but the school would need to be able to show that this was a proportionate way of dealing with a specific disadvantage experienced by boys and connected to their gender.
- It would not be proportionate simply to refuse help to girls with reading difficulties in order to help boys as a group catch up with the higher average attainment of girls.

## Health-related questions for job applicants are prohibited

- Section 60 of the Equality Act prohibits employers from asking health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work.

- It is now illegal to use a health questionnaire, although targeted questions which “ask any health questions which are necessary to ensure that the applicant can carry out an intrinsic function of the work for the post they have applied for” are permitted.



# Christopher Hatton Academy: Improvement Plan 2017 - 18

## Area/Department: Equality

### THIS PLAN FULFILS THE PUBLIC SECTOR EQUALITY DUTY

**Key Priority: Equality of outcomes and opportunities across the organisation with regard to the 2010**

Objectives	Actions	Responsibility	Success Criteria
Effectively promotes equality of opportunity and tackle discrimination	Annual Review of policy and consultation with all stakeholders (students, parents, staff, directors). In 2017/2018 this will take the form of the ICAM review.	GRS	Review conducted with all stakeholders and published
	Annual review of targets (legislation is that it must be every three years)	GRS	Targets revisited and updated in the light of a SEF
	Evaluation conducted <ul style="list-style-type: none"> <li>- Summary of RAISEonline for key groups</li> <li>- Production of inclusion reports</li> </ul>	GRS	SEF written by July 2017 RAISEonline analysis February 2017 Inclusion reports twice a year
	Data regarding new year seven and arising disability issues examined	GRS with CC/KM and CH	Conducted and action plan updated
	Representation of equality issues at SLT ...at policy/executive level	GRS VB	General duty to equality at all decision making
Key protected characteristic: <b>ethnicity</b> Specific non-recurrent actions:	Continued close monitoring of Black Caribbean, white and Black Caribbean groups with regard to attendance, exclusion and punctuality  SLT to consider utilising specific interventions to address issues around social identity and expectation within this group.	GRS  SLT if necessary	As a part of the inclusion plan published two times a year  Will be performed if necessary.
Key protected characteristic: <b>disability</b> Specific non-recurrent actions:	Facilitate the funding transfer from statements to HNFP and EHCP  SEN support progress 8 +0.59 on exit 2016 SEN EHCP/Statement -0.47 (3 students)	CC/KM  GRS/CC/KM	Students with disabilities appropriately funded  Review of 3 students and views taken on their progress
Key protected characteristic: <b>LGBT</b> Specific non-recurrent actions:	Continued tracking of LGBT incidents over time.  Continued practice in line with those	JB  JB	Judgements made on incidents and interventions so far

	required by Stonewall Gold award Continued high profile challenging of inappropriate attitudes in the academy	JB	Staff continue to ch possibly judged ag trawl.
Key protected characteristic: <b>Gender</b> Specific non-recurrent actions:	Approximately 10% gender gap in 2015/16 June Inclusion report in average progress rank, but gender gap <b>not</b> seen in all year groups (reverse pattern year 9, no difference year 10). 0.3 Progress 8 gap on exit in 2016 which is broadly national. SLT to investigate and discuss possible interventions	SLT	Interventions discu in place if deemed

**Resource implications (including staff cover/supply cover/resources to purchase etc.)**

Interventions are an unknown quantity until decided upon

**Staff time e.g. to develop website pages for parents.**

GRS time for analysis. Time implications for all staff listed.

Summary Analysis of Protected Characteristics

This summary fulfils the Public Sector Equality Duty to publish equality information.

For Students:

Protected Characteristic	Summary of analysis (using in year data)
Sex (gender)	Girls making more progress in general, long standing pattern in line with national picture. Consistent across most year groups. Boy's soft data shows lower levels of compliance to academy expectations.
Race (ethnicity)	White British make significantly less progress than other ethnicities in the academy in years ten and eleven. This ties into socio-economic factors. 'Any other Asian' background making less progress also, this is not an established pattern.
Disability (inc. SEND)	SEN students make broadly average progress within the academy. Due to the relatively small group sizes of disabled students, data here can be questionable. Students with Asperger's/ASD and those with communication difficulties make good progress on average. Students with behavioural difficulties make slower progress.
Religion or belief	Students with 'no religion' are making significantly less progress than those with belief. Strong ties to socio-economic factors and expectations within the family home. This is a well understood pattern.
Sexual Orientation	The academy holds Stonewall Gold award. Gay, Lesbian, bisexual and questioning students are not analysed as a group within the academy data but individual students are supported on an individual basis.
Gender Reassignment	The academy holds Stonewall Gold award. Transgender and questioning students are not analysed as a group within the academy data but individual students are supported on an individual basis.
Pregnancy and Maternity	Data cannot be fairly analysed for this group as the numbers of students are very low. The academy makes use of an outstanding alternative provider when the need arises.