



Castle View
Enterprise
Academy

Single Equality / Equality and Diversity Policy

Author's Name	CVEA
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SIGNATURES:

Principal	J. S. Bridges
Chair of Governors	H. Mottram

Single Equality / Equality and Diversity Policy

Foreword

This policy outlines our commitment to integrate equality and diversity into all that we do, and incorporates the statutory duties that we must meet as an Academy, an employer and a service provider.

The policy details our vision to create an environment where all people who are part of our Academy community feel comfortable and safe, and where the needs of that community are well understood and provided for.

We believe that this policy will help us to meet our legislative responsibilities in relation to equality and diversity, and we will strive to make improvements where these are identified; these are set out in our three-year action plan at the end of the document.

We see this policy as one that belongs to the whole Academy community, which is why we have consulted with a wide range of people, including staff, students, parents, Academy Governing Body and community groups.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our children and young people.

Principal/Chair of Academy Governing Body

The Equality Act 2010

The Equality Act 2010 consolidates existing law into a single legal framework provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Equality Duty

As part of the Equality Act 2010, there is a general public sector equality duty which also applied to schools/academies to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

Who is protected under the Equality Act 2010 (the Act)

Schools/academies have obligations under the Act as:

- employers;
- bodies which carry out public functions, and;
- service providers.

Castle View Enterprise Academy takes these duties and obligations seriously and makes provision for the following groups of people:

- employees;
- prospective students (in relation to admissions arrangements, for those schools who are the admitting authority);
- students at the Academy (including those absent or temporarily excluded)
- former students (if there is a continuing relationship based on them having been a student at the Academy);
- families and groups who might use the Academy for community use.

Protected characteristics

The Act makes it unlawful to discriminate against people on the basis of 'protected characteristics'. The relevant characteristics are:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race
- religion or belief;
- sex;
- sexual/gender orientation.

Unlawful discrimination is defined in the Act as:

- direct discrimination (including discrimination based on perception or association);
- indirect discrimination;
- discrimination arising from disability;
- failure to make reasonable adjustments (for disabled people).

The Equality Act 2010 also protects people from:

- harassment, in relation to disability, race and sex, and;
- victimisation.

A protected act is:

- making a claim or complaint of discrimination under the Act;
- helping someone else make a claim by giving evidence or information;
- making an allegation that the Academy or someone else has breached the Act;
- doing anything else in connection with the Act.

Students must not be victimised because their parent, sibling or friend has carried out a protected act. Schools must also not victimise parents who make complaints.

Equality duties

The 'Same Sex Marriage Act' was passed in 2013. Teaching pupils about same-sex marriage and gay relationships will be underpinned by the statutory obligation all state-maintained schools are under to publish information showing that they are complying with equality duties arising from the Equality Act 2010.

The equality duties relating to 'sexual orientation and gender reassignment' as set out in the guidance for schools issued by the Equality and Human Rights Commission in November 2012 are presented in active terms:

'Under the equality duty all schools/academies must have due regard to the need to eliminate discrimination, advance equality and foster good relations between lesbian, gay and transsexual pupils and those who do not share those protected characteristics. Schools are required to publish information to demonstrate compliance with this aspect of the equality duty'.

As an Academy we must be aware that we do not promote one life style choice over another and that our own personal views are not brought into the Academy on this matter and that we ensure we are eliminating discrimination and promoting equality according to the Academies Quality Assurance Policy.

Positive action

The Act contains provisions which enable schools to take 'positive action', i.e. provide additional benefits to students with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of students, which exceeds the positive action conditions.

It is worth noting that it is never unlawful to treat disabled students (or applicants) more favourably than non-disabled students (or applicants). That is, a school/academy is permitted to positively discriminate in favour of disabled students (applicants).

WHAT DOES THIS MEAN FOR CVEA

Academy's Core Values and Vision

Dignity – We treat each other with dignity and recognise the worth in all of us.

Leadership – we develop the leadership and entrepreneurial skills to lead ourselves and those around us in all types of situations.

Accountability – we must always accept the responsibility for the things that we do, say and take part in.

Trust – we can be trusted to be honest, truthful and open, treating each other fairly and with mutual respect.

Care – we demonstrate care, compassion and commitment to ensure that all staff and students feel safe, valued and loved, enabling the academy to be free from bullying, violence and aggression.

Inclusive – we recognise each person as a unique individual, treating them with respect and a sense of worth at all times.

Positivity - we believe that a positive change is possible for all and seek to maintain a hopeful attitude that does not give up. We have a positive approach and a can do mentality.

Determination – we are determined to work hard to ensure that we achieve our personal best even in times of difficulty. We set ourselves high standards, seek quality and learn from our mistakes in an open and honest way. We welcome partnerships with those who share our core values.

Responsibility for ensuring that CVEA does not breach the Equality Act

The Governing Body is ultimately responsible for ensuring that the Equality Act is not breached. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place, and the detailed action plan accompanying this policy out how we will do this.

The Governing Body

- ensuring the Academy complies with all relevant equality legislation;
- ensuring that the Academy Equality / Equality & Diversity Policy and its procedures are followed.

The Principal

- making sure that the Academy Equality / Equality & Diversity Policy and its procedures are followed;
- making sure that the Academy Equality / Equality & Diversity Policy clearly outlines how it will deal with issues faced by the identified 'protected groups';
- producing regular information for all staff and Governing Body about the policy and how it is working;
- making sure that all staff understand their responsibilities under the policy and arranging any training and support needed;

- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff

- deal with racist, homophobic and other hate incidents in line with policy;
- being able to recognise bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with laws on discrimination;
- taking up training and learning opportunities.

The Principal has overall responsibility for dealing with bullying, hate-incidents or discrimination.

Principal and staff are responsible for ensuring that visitors and contractors are aware of and adhere to the Academy's Single Equality / Equality & Diversity Policy.

How we will meet our responsibilities in relation to the Equality Act

In order to meet its responsibilities in relation to the Equality Act the Academy has undertaken Equality Impact Assessments on all of our policies, plans, projects and functions. These assessments have allowed us to identify barriers to achieving equality for all and eliminate all forms of discrimination in an Academy setting. As a result of the assessments, a three-year action plan has been devised setting out the Academy priorities for improvements, including actions, timescales and responsible officers. The plan is designed to improve outcomes for children, families, staff and community groups using the Academy, who may be disadvantaged because of inequality.

We will monitor the actions developed through the Equality Impact Assessments regularly, and will review the plan annually.

Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the plan:

Gaining people's views

The involvement of people is a statutory requirement of the duty involving people in the development of our policy and in determining our priorities and actions for the next three years.

Students

The views of all students are collected regularly. The views are collected formally through SEN reviews, student surveys, review days, formal interviews, student council and also informally through lead students, student representatives, daily dialogue and through Directors of Learning and pastoral staff carrying out their daily duties.

The key issues identified by our students regarding equality in June 2019 were:

You said:	We did
<ul style="list-style-type: none"> Some students perceive that some teachers do not clearly identify whom they are shouting / annoyed at. This sometimes causes discomfort to those who are not sure. 	<ul style="list-style-type: none"> Staff reminder around using specific language prompts in all classes and particularly students with hearing problems.
<ul style="list-style-type: none"> Some students perceive that the lighting and long periods of time in front of computers cause them discomfort. - Ongoing 	<ul style="list-style-type: none"> Staff to offer students rest breaks when using computers for a long time and to be aware that students with visual perception difficulties or neurological deficits should not be sat under or beside direct light. - Ongoing

Staff

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. Staff have been consulted via the single equality annual staff survey, staff meetings, staff questionnaires, recruitment and selection processes and individual interviews.

You said:	We did
<p>Academy Building Issues</p> <ul style="list-style-type: none"> None in June 2019 	<ul style="list-style-type: none"> Availability of small group rooms continues to be reviewed.
<p>Diverse work place</p> <ul style="list-style-type: none"> There could be a more ethnically diverse staffing range however this is clearly dependent on who applies for the positions and there is no fear in the academy about appointing the right candidate for the job always being priority. 	<ul style="list-style-type: none"> Ensure that all recruitment processes comply with the Equality Act 2010 and Keeping Children Safe in Education July 2015.

Parents/Carers

We have given all parents a questionnaire to identify any barriers and how we can improve the way we meet their needs. Views are also sought at every parental event and through social events, personal interviews, SEN reviews and parental consultation.

You said:	We did
<ul style="list-style-type: none"> • 100% of parents responding agreed that the core values upon which our Equal Opportunities Policy based on is appropriate. • 100% of parents responding agreed that the Academy website promotes Equality. • 100% of parents responding agreed that their children had a good understanding of Age, Race, Sex, Gender, Gender reassignment, Disability, Sexual/Gender Orientation, Pregnancy and Maternity, Religion and Philosophical belief and marriage and civil partnerships. • 75% of parents responding agreed that they did not find any parts of the Academy difficult to access. • 100% of parents agreed that the Academy promotes Diversity and Equality. 	<ul style="list-style-type: none"> • CVEA continues to place 'Trip' information on the Website within the parents section. • CVEA continues to make more use of text or clarion call messages as requested by parents.

The local community

We have given a questionnaire to all groups, which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments. These areas and activities are managed by our extended services manager and included within the Extended Services Plan.

You said:	We did
<ul style="list-style-type: none"> • Changes in Education are often difficult to follow and access to charities often hard to find. 	<ul style="list-style-type: none"> • Parents section of the website extended to include a range of special needs and safeguarding advice. • Tips on managing teenage issues also included.

The key issues identified by members of the local community were:

The involvement of disabled people is a statutory requirement of the duty. The Disability Discrimination Act 2005 and Equality Act 2010 sets out clear requirements for involving disabled people in the development of our Policy and in determining our priorities and actions for the next three years.

Views of disabled people

We have identified our disabled students.

The views of all students are collected regularly. The views are collected formally through SEN reviews, student surveys, review days, formal interviews, student council and also informally through lead students, student representatives, daily dialogue and through Directors of Learning and Pastoral staff carrying out their daily duties:

You said:	We did
<ul style="list-style-type: none">Students said they feel involved in the processes regarding SEN and attend meetings but feel they communicate this best through the support workers they trust.	<ul style="list-style-type: none">Support Staff to collect the views of SEN students prior to the meetings to support their inclusion and student voice within the meetings.

Disabled staff

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. Staff have been consulted via annual staff survey, staff meetings, staff questionnaires, recruitment and selection processes and individual interviews. Barriers identified by them include:-

You said:	We did
<ul style="list-style-type: none">Previous comments re difficulty using stairs.	<ul style="list-style-type: none">All staff have access to the lift in order to move between floors. Ongoing.

Disabled parents/carers

We have given all parents a questionnaire to identify any barriers and how we can improve the way we meet their needs. Views are also sought at every parental event and through social events, personal interviews, SEN reviews and parental consultation.

You said:	We did
<ul style="list-style-type: none">Changes in Education are often difficult to follow and access to charities often hard to find.	<ul style="list-style-type: none">Parents section of the website extended to include a range of special needs and safeguarding advice.Tips on managing teenage issues also included.

The views of disabled members of the local community

We have given a questionnaire to all groups, which make use of our facilities, asking them to identify any barriers and suggest reasonable adjustments. These areas and activities are managed by our extended services manager and included within the Extended Services Plan.

The key issues identified by members of the local community were:-

You said:	We did
<ul style="list-style-type: none"> • Access to signers and text phones available as required through private companies. This needs publicising as practice occurs but not all parents are aware. • Key documents should be available in a variety of languages. • Increased use of other forms of communication e.g. website, email and leaflets. 	<ul style="list-style-type: none"> • Publicised to all parents who advise us of their need. • Publicised on website. • Key documents have been translated to meet parental requests. • Increase use of clarion call. • Website updated and extended.

Views from disabled people going forward

In the longer term, disabled students, staff, parents and members of the community will be involved in the following ways:

- parental surveys/data collection return give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability;
- student surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability;
- disabled staff have regular meetings with their line manager and Principal to discuss how the Academy can best enable them to work. Access to work and Occupational Health are all available to staff;
- children and young people with disabilities have regular meetings with their learning mentors to identify any perceived difficulties and/or barriers. Student support will make recommendations to the Principal.

We do not presume that the views held by the parent of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we use their preferred means of communication.

Feedback from the Academy community confirmed that all sectors were happy with the current policy and provision regarding sex, gender and race providing no points for further action.

Information Gathering

Castle View Enterprise Academy acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services, which is crucial to setting our priorities and monitoring outcomes and reflects the DDA definition of disability.

Castle View Enterprise Academy identifies disabled students and staff through i.e. self-declaration recruitment and selection procedures and admission forms. Disabled parents, Governing Body and other Academy users are identified through self-declaration.

The primary reason for knowing who is disabled is to ensure that appropriate adjustments are made. We explain to parents, staff, Governing Body, community users and students why the information about disability is required. The information about disabled staff and students will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees;
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled students;

The information about disabled parents and community users will be used to assess:-

- the effect of our policies and practices on the involvement of parents in their child's education;
- the effect of our policies and practices on the involvement of disabled users in the community activities.

The information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the school, for example; teaching, teaching support, administrative support;
- at all levels of seniority in the school;
- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full or part time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who those take sick leave;
- among trainee teachers on placement at the school; and
- among those leaving the profession early.

The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention, it is our aim to:

- attract a wider field for recruitment, including disabled people;
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people;
- develop in-house expertise about what disabled staff and/or students may require;
- provide role models for children and young people;
- bring different life experiences and new skills to the Academy and;
- help foster good relations with all employees by showing that everyone is valued and treated fairly.

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility;
- satisfaction and enjoyment levels across a range of Academy activities;
- aspirations and ambitions for the future;
- successful transition into the next stages of education, training or employment;
- access to school trips;
- involvement in after school clubs and activities;
- access to work experience placements;
- take up of careers advice;
- attainment and achievement of disabled learners;
- exclusion rates of disabled learners;
- admissions of disabled learners.

Information collected about disabled parents/carers will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day-to-day communication with school. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;
- ensures disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for an Academy drama production;
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met.

Information collected about the disabled will contribute towards the understanding of how Academy policies and procedures impact on recruitment and retention and their ability to take a full and active part in Academy Governing Body' activities. It is our aim to improve:

- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled Academy Governing Body;
- the accessibility of other governor's activities.

Information collected about disabled users of the Academy will contribute towards the understanding of how Academy policies and procedures impact on their ability to take a full and active part in community activities. It is our aim to:

- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising Academy policies and procedures.
- Equality Inclusion Analysis will be utilised from December 2011.

Monitoring and reviewing the action plan

This is a three-year policy and action plan running from 2016 - 2019. However, we will monitor the equality information used to inform the action plan and the outcomes resulting from it annually through the (SLT and annually at the Governing Body).

Publishing and promoting the policy

The policy has been agreed by the Academy's Governing Body and will be published in the following ways:

- copies of the policy will be made available to all staff and Governing Body;
- copies of the policy will be displayed in public areas of the Academy, i.e. reception and community rooms, for parents/carers to use;
- the policy will be published on the Academy's website;
- updates on the outcomes detailed in the action plan will be included in the Academy's annual report;
- Equality Inclusion Analysis will be shared with Academy Governing Body.