
Belfairs Academy



Single Equality Scheme and Objectives

May 2016-2019

Date created	March 2016
Version	1.0
Status	Ratified
Applicable to	Academy
Author	R Williams
Checked by	SLT/Governors
Valid from	March 2016
Review date	May 2019

If you would like this information in an alternative format that would better suit your needs e.g. Easy to read, large print, Braille, audio tape or if you would like the Scheme to be explained to you in your language please contact us:

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If you have any comments about our Scheme please contact us.

1. What is the Single Equality Scheme, Objectives and Action Plan?

Our Single Equality Scheme (SES), Objectives and Action Plan covers a three-year period from **2016 to 2019**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, students and people using the services of the Academy such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

2. Meeting our duties

Under the statutory duties all Academy's have responsibilities to promote race, disability and gender equality.

Race equality

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

- (a) eliminate unlawful racial discrimination
- (b) promote equality of opportunity
- (c) promote good relations between people of different racial groups

Dealing with racial incidents

Please see Appendix A.

Disability equality

The general duty to promote disability equality is owed to all disabled people, we must have due regard to:

- (a) promote equality of opportunity between disabled people and other people
- (b) eliminate unlawful discrimination
- (c) eliminate disability- related harassment
- (d) promote positive attitudes towards disabled people
- (e) encourage participation by disabled people in public life
- (f) take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

Accessibility

There is specific disability legislation in relation to disabled students and accessibility which means we must plan strategically over time to:

- (a) increase access to the curriculum
- (b) make improvements to the physical environment of the Academy to increase access;
- (c) make written information accessible to students in a range of different ways

It must be ensured that disabled students do not receive less favourable treatment and to do this the Academy has a duty to make reasonable adjustments.

Our Accessibility policy can be found on our website
www.belfairs.southend.sch.uk

Gender equality

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

- (a) eliminate unlawful discrimination and harassment and
- (b) promote equality of opportunity between men and women, girls and boys.

Transgender

Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The Academy will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its Academy community.

Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio- economic groups. We have incorporated our priorities/objectives into our Single Equality Scheme and Action Plan to make it easier to monitor our progress and performance in meeting these objectives.

Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This Scheme includes our priorities/objectives and actions to eliminate discrimination and harassment for these equality areas.

3. Our Academy values and visions

Meeting the duties described above will mean that all our objectives will embody our Academy's key principles and values, our objective are to:

- inspire all students/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation to be the best they can be.
- foster respect and responsibility and reach out into the wider world. We know that treating people equally is not simply a matter of treating everyone the same. This means that we do our best to make reasonable adjustments for disability, recognise and celebrate cultural differences, and understand the different needs and experiences of boys and girls.
- know that equality is not simply about protecting the potentially vulnerable.
- believe that all children may be are disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

- value staff for their ability and potential to help us provide innovative learning opportunities in a forward thinking environment, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- prepare and empower everyone to embark on future challenges with excitement and confidence by being proactive in our efforts to identify and minimise existing barriers or inequalities.
- seek the views of all groups affected by the policies and work of our Academy, and try to involve them in policy review.
- recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our Academy.

4. Our Academy within Southend's profile

The population of Southend reported in the Census 2011 is 173,600 and made up of approximately 49% males and 51% females.

There are 53 Academy's in Southend, including 7 infant Academics, 7 junior Academics, 21 primary Academics, 5 special Academics, 7 secondary Academics, and 6 Academics.

5. Collecting and analysing equality information for students at Belfairs Academy

Belfairs Academy is an inclusive Academy. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide an effective learning environment in which each individual is encouraged to fulfil her or his potential.

We collect and analyse the following equality information for our students:

- Attainment levels
- Attendance levels
- Exclusions
- Attendance at Extended Academy activities/extra-curricular activities (eg Academy trips)
- Complaints of bullying and harassment
- Participation in Student Council
- Choice of options selected

6. Collecting and analysing equality information for employment and governance at Belfairs Academy

Belfairs Academy is committed to providing a working environment free from discrimination, victimisation, and harassment.

Belfairs Academy also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

- Applicants for employment
- Staff profile
- Governing body profile
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff appraisals/performance management

7. Consultation and involving people

We involved students, staff, governors, parents and carers, and our wider Academy community in creating the Single Equality Scheme and action plan. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this Scheme and action plan.

- Discussions at Academy council
- Contact with parent/carers
- Staff surveys
- Discussions at staff meetings
- Discussions with trade union representatives
- Discussions at governing bodies
- Discussions within cluster groups
- Contact with local community groups, including diverse groups, such as disability groups
- Involvement within local community activities
- Focus groups for parents/carers and staff

9 Equality impact assessments

Equality impact assessment is a systematic method of rigorously checking all Academy policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our staff and the local community in

relation to age, disability, gender, race, religion and belief and sexual orientation.

We undertake equality impact assessments to identify the impact or effect (either negative or positive) of our policies, procedures and functions on various sections of the population paying particular regard to the needs of minority groups. Where negative impacts are identified we then take steps to deal with this and make sure equity of service to all.

An inventory of existing policies has been undertaken and we are currently undertaking an ongoing rolling programme of impact assessment for all our policies and procedures.

10 Other Academy Policies

We have used our existing Academy policies to inform our Single Equality Scheme. These include:

- Academy improvement plan
- Accessibility Plan

11 Roles and Responsibilities

- Our governing body will ensure that the Academy complies with statutory requirements in respect of this Scheme and Action Plan.
- Our Executive Principal is responsible for the implementation of this Scheme, and will ensure that staff are aware of their responsibilities, that they are given necessary training and support and report progress to the governing body.
- Our Associate Principal has day-to-day responsibility for co-ordinating the implementation of this scheme.
- Our staff are expected to promote an inclusive and collaborative ethos in the Academy, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs, maintain a good level of awareness of equalities issues.
- Our students have a responsibility to themselves and others to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.
- We will take steps to ensure all visitors to the Academy, including parents/carers are adhering to our commitment to equality.

12 Commissioning and Procurement

Belfairs Academy is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

13 Publicising our scheme

We have publicised our scheme in the following ways:

- Academy website

14 Annual Review of Progress

We will continue to review annually the actions we have taken in the development of our Single Equality Scheme which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

We will also revise our Single Equality Scheme and Action Plan every three years.

15 Ongoing development of our Scheme

We will continue to involve people from all aspects of our Academy community in the ongoing development of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at Academy Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings

16 - Single Equality Scheme Action Plan 2016 – 2019

<i>(Place a tick to identify which statutory duty/equality legislation the planned action is meeting)</i> R = Race, D = Disability, G = Gender, SO = Sexual Orientation, A = Age, R/B = Religion or Belief CC = Community Cohesion							Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored
R	D	G	SO	A	R/B	CC					
							All staff are aware of the SES and their responsibilities	Raise awareness of Single Equality Scheme at: Induction, Staff Team meetings	Ongoing	Subject Leaders	Vice Principal
							All students achieve in accordance with their targets with no significant gaps in attainment between identified groups	Additional Intervention with FSM and School Action Plus students	Ongoing	RSLs	Vice Principal
							Reduction in the number of racist / Homophobic incidents	Monitoring and responding to activity	Ongoing	SWBM	Vice Principal
							Academy fully accessible to all students	Ongoing audit of accessibility with planning in accessibility policy	Ongoing	Technical Services Manager	Vice Principal

Appendix A

Belfairs Academy Procedure for dealing with racist incidents

1. If it is a generalized comment, not directed at anyone:
 - AT THE TIME OF THE INCIDENT, the member of staff speaks to the student(s) and class (surrounding students) to make it clear that the comment(s) is unacceptable
2. In a lesson:
 - AT THE TIME OF THE INCIDENT: subject teacher takes a statement from the victim, perpetrator and at least two witnesses.
 - Perpetrator to be isolated for the rest of the day pending further action / enquiries (either by department or by sending for SLT)
 - Complete referral form
 - Referral form and statements passed immediately to the relevant Hub Office; please alert them to the nature of the incident.
3. If a racist comment is directed towards a student:
 - Take a statement and complete a referral form.
 - Pass immediately to the relevant College Office (please alert them to the nature of the incident).
4. If a racist comment is directed towards a member of staff:
 - Make an immediate SLT call-out.
 - SLT in attendance to collect statements.
 - Perpetrator to be isolated pending further action / investigation.

WHAT HAPPENS THEN?

College Leadership Teams

- In the case of 1 – 3, the Student Wellbeing Manager will investigate further, interview the students involved, go over statements taken, agree further action to be taken with the DP
- Parental contact
- Agreed sanctions
- Restorative practice meeting
- Further incidents will be dealt with using an escalating series of sanctions

1st occasion: formal warning given to students; contact and information given to parent / carer

2nd occasion: internal exclusion and parental interview

3rd occasion: fixed term exclusion

In the case of 4 above, the Associate Principal will decide on the follow through once the incident has been dealt with initially by the SLT on-call.

NB. All incidents are logged and reported to the Local Authority. Once completed, copies of all documentation must be forwarded to the appropriate member of SLT for logging and reporting to the LA. This is a legal requirement.