



# EQUALITY STATEMENT

May 2019-20

Passmores Co-operative Learning Community

## Passmores Academy Statement on Equality

### Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. In fulfilling the legal obligations cited above, we are guided by eight principles:

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

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

We maintain an ethos of unconditional positive regard and place the learner's needs at the centre of all decisions involving them.

#### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

#### **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, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

In addition to avoiding or minimising possible negative impacts of our policies, 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 and involve widely.**

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve across the breadth of our intake.

**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, and both girls and boys
- gay people as well as straight.

**Principle 8: We base our policies and practices on sound evidence, taken from best practice visits and recent and relevant research.**

We maintain quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Our objectives take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report regularly on progress towards achieving them.

### **PCLC Equality Objectives**

**Equality objective 1:** To ensure that all children and young people, including children in care, meet their full academic potential by:

- ensuring access to the highest quality teaching and resources;
- giving access to a positive and supportive school environment and;
- providing increased opportunities to receive a rounded educational experience including enrichment activities that are not limited by cost or accessibility.

**Equality objective 2:** We will help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children, including those who experience bullying or exclusion. We will achieve this by using a range of approaches including (but not exclusively):

- regular contact with parents/carers, both formal and informal, to update them on the educational and social progress of their child;
- working closely with external agencies to ensure that we give access to the fullest range of support available;
- continuing to have high expectations for all young people and their families regardless of their background and;
- ensuring that we use the most relevant research and best practice guidance available.

### **The Curriculum**

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

### **Ethos and organisation**

6. We ensure the principles listed in paragraph 4 apply to the full range of our policies and practices, including those that are concerned with progress, attainment and achievement:

- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- 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**

We operate a relationship charter/behaviour policy, which enshrines equal rights and responsibility for all users of our building.

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- 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, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

8. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. The anti-bullying policy gives clear guidance on the academy's position on dealing with bullying incidents.

9. We keep a record of prejudice-related incidents and, if requested, under the guidance set out in the Freedom of Information Policy, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

**Roles and responsibilities**

10. The Trust Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. The Principal/Headteacher is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and also to take appropriate action in any cases of unlawful discrimination.

12. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

13. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

**Information and resources**

14. We ensure that the content of this policy is known to all staff and trustees/local governors and, as appropriate, to all pupils and their parents and carers.

15. All staff and trustees/ local governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail, such the Disability Access Plan and Equality and Diversity in Employment Policy.

**Religious observance**

16. 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**

17. 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**

18. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Principal/Headteacher and Trust Board.

**Monitoring and review**

19. We collect, study and use quantitative and qualitative data, such as employee questionnaires and analysis of employment patterns, relating to the implementation of this policy, and make adjustments as appropriate.

20. 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.

See also:

Relationship Charter/Behaviour Policy

Anti Bullying Policy

Equality and Diversity in Employment Policy

Data Protection Policy

Whistle-blowing Policy

**The PCLC Trustees formally approved this statement on 23rd May 2019 and will review the statement annually.**