



Ark Byron
Primary Academy

EQUALITY POLICY

POLICY INFORMATION

Named personnel with designated responsibility for Equality

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2017 - 18	Fiona Kaplan	Carly Biggam		Clare Dacam
2018-2019	Fiona Kaplan	Carly Biggam		Clare Dacam

Policy review dates (frequency of review: annual)

Review Date	Changes made	By whom
Sept 2015	Policy Created	Fiona Kaplan
Sept 2017	Policy reviewed	Carly Biggam
Sept 2018	Policy reviewed	Fiona Kaplan

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2017-18	Shared with LGB 15 th October 2017	Clare Dacam
2018-2019 data updated Review of action Plan due Autumn 2018 and new Action Plan to be set.		

Dates of staff training for this academic year

Dates	Course Title	Staff
January 2018	Equality Objectives 2017-18	All teachers – CPD session
Summer 2018	Diversity in the Workplace	All staff - online

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1 INTRODUCTION

The Equality Act 2010 places a duty on schools to consider equality matters when making decisions that affect staff and pupils with the following protected characteristics;

- Race
- Disability
- Sex (gender)
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Age*
- Marriage and civil partnership*

When making decisions and developing policies, the school must have due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 protected characteristics and between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is further defined as the need to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

This Equality Policy sets out the Academy's approach to promoting equality and diversity as part of our Public Sector Equality Duty. It also includes our Equality Objectives and the action plan and review process in place to meet them

*Age is not a protected characteristic in relation to education or the provision of services, it is included however in relation to staff. Marriage and civil partnership are only protected characteristics in relation to employment

2 AIMS AND VALUES

Exploration, Endeavour & Excellence

At Ark Byron our values promote equality of opportunity. We believe in **excellence** for all members of the Academy community — pupils, staff, governors and parents/carers. We **endeavour** to include and engage all pupils and to prepare them for full participation in a diverse society. We **explore** and celebrate our diverse community and ensure that the Academy meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. At Ark Byron we will take steps to:

- Promote equality of opportunity and access.
- Promote racial equality and good race relations.
- Oppose all forms of prejudice and negative discrimination.
- Ensure pupils with a disability have access to the Academy buildings and to the curriculum.

Our Equality Policy is based on the following aims.

We want all our children to:

- Experience a broad and balanced curriculum.
- Develop lively enquiring minds and a love of learning.
- Have high self-esteem.
- Work with independence.
- Value and care for others.
- Be successful.
- Have their achievements celebrated.
- Feel safe.
- Become good citizens.
- Become positive contributors to the international community.
- Care for their environment.
- Be self-disciplined and courteous.
- Be tolerant and respectful of others.

We want all our staff to:

- Continue raising our high standards of teaching and learning.
- Develop professionally.
- Feel valued and supported.
- Be successful.
- Have job satisfaction.
- Enjoy a healthy work-life balance.

We want all our parents/carers to:

- Feel welcomed by the Academy.
- Work in partnership with staff.
- Be well informed by clear communications.

We want all our governors to:

- Work as friends and partners of the Academy.
- Know the Academy and staff well.
- Offer constructive advice.
- Promote the Academy in the wider community.

We want the wider community to:

- Develop good relations with our Academy.
- Broaden our horizons and challenge our thinking.

We aim to encourage a love of learning and make every day a rewarding experience for children and staff.

3 OUR APPROACH TO PROMOTING EQUALITY

At Ark Byron we welcome our public duty under the Equality Act. We pride ourselves on the diversity of people who make up our Academy community; and we value the varied contribution that everyone can make to our learning. This is reflected in our curriculum, admissions policy, pupil outcomes data and recruitment practice.

We are committed to ensuring that no member of the Academy community or any other person through their contact with the Academy receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities and socioeconomic background. The principles of this policy apply to all members of the extended Academy community. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our Behaviour Policy we will do our best to ensure that all individuals in the Academy, including visitors, feel safe and are treated with consideration when they are amongst us.

We give careful consideration to equality issues in everything that we do and have set out our key equality information and objectives in sections 8 & 10. These are actively reviewed and inform all policies and decisions in the Academy.

Through implementation of the Equality Policy we aim to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all our activities.

4 PUPIL ATTAINMENT

We have a robust system of data analysis through termly pupil progress meetings and are held accountable as a school through Ark monitoring visits and network data collaborations. This ensures that we identify any issues of underachievement for specific groups of pupils and put measures in place to close the attainment gap.

5 PUPIL PARTICIPATION & ENGAGEMENT

We offer a range of after school clubs that are open to all pupils and ensure that all pupils are able to participate in off-site activities, such as swimming and school trips. Participation is reviewed termly.

We recognise that the duty to make reasonable adjustments for disabled students is anticipatory. To meet this duty we review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we will be taking include:

- Ensuring providers of facilities for academy trips and extra-curricular activities can accommodate disabled pupils before making bookings.
- Reviewing staffing arrangements to ensure that the Academy is in a position to administer medication if required in exceptional circumstances.
- Ensuring there are special arrangements in place for disabled pupils who are taking examinations.
- Ensuring all our policies and procedures have due regard for disability equality.
- Working closely with parents/carers and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them.
- Ensuring that staff are briefed on the Equality Act 2010.

We monitor levels of participation, achievement and behaviour that may indicate any barriers that have not been identified and work with specialist agencies where appropriate to support pupils with additional needs.

Please see our Academy Access Plan, Policy for Supporting Pupils with Medical Conditions and Special Educational Needs and Disabilities Policy for more information.

6 BEHAVIOUR AND BULLYING

We have a behaviour policy that is equitable and consistent in its aims and procedure.

We have an anti-bullying policy that provides clear guidance on creating equal opportunity.

We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.

Please see our behaviour and anti-bullying policies for more information.

7 ROLES AND RESPONSIBILITIES

All who work in the Academy have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents, and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Engaging in training and learning opportunities.

Our governors are responsible for:

- Making sure the Academy complies with all current equality legislation.
- Making sure this policy and its procedures are followed.

The Head of School and Inclusion Lead are responsible for:

- Ensuring this policy is readily available and that the governors, staff, pupils and their parents/carers know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy, its effectiveness and providing training for them on the policy, if necessary.
- Ensuring all staff know their responsibilities and receive training and support in carrying these out.
- Taking appropriate action in cases of harassment and discrimination.

Responsibility for overseeing equality practices in the Academy is as follows:

- Coordinating and monitoring work on equality issues (Head of School and Inclusion Lead).
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents (Head of School and Inclusion Lead).
- Monitoring the progress and attainment of vulnerable groups of pupils (Head of School and Inclusion Lead).
- Monitoring exclusions (Head of School and Inclusion Lead).

8 EQUALITY INFORMATION

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Information about the pupil population and protected characteristics:

Number of pupils on roll at the Academy: 240

	Students	Percentage
Reception	60	25%
Year 1	60	25%
Year 2	60	25%
Year 3	60	25%

Table 1 – pupil population

Disability

	Students	Percentage
SEND	21	8.75%
No SEND	219	91.25%

Table 2 – SEND pupil population

Gender

	Students	Percentage
Female	112	46.6%
Male	128	57.4%

Table 3 – Gender pupil population

Ethnicity & Race

	Reception	Year 1	Year 2	Year 3	Total
Any Other Ethnic Group	5%	2%	7%	0%	2%
Any Other Asian Background	0%	2%	2%	3%	3%
Any Other Mixed Background	0%	3%	5%	5%	3%
Any Other White Background	15%	19%	5%	7%	11%
Arab Other	2%	5%	5%	2%	3%
Asian and Chinese	0%	2%	0%	0%	1%
Bangladeshi	0%	0%	0%	2%	1%
Black African	5%	0%	0%	0%	1%
Black Caribbean	5%	3%	5%	7%	5%
Black Somali	0%	0%	3%	0%	1%
Black Sudanese	0%	0%	0%	2%	1%
Indian	2%	0%	2%	0%	1%
Information not yet obtained	25%	2%	0%	0%	7%
Other Asian	0%	0%	2%	0%	1%
Other Black African	0%	0%	0%	3%	1%
Other Ethnic Group	0%	2%	0%	2%	1%
Other Mixed Background	0%	2%	0%	0%	1%
Pakistani	2%	2%	0%	3%	2%
Serbian	0%	2%	0%	0%	1%
White and Any Other Ethnic Group	2%	0%	3%	0%	1%
White and Asian	0%	10%	7%	7%	6%
White and Black African	2%	0%	3%	0%	1%
White and Black Caribbean	0%	2%	2%	2%	1%
White and Pakistani	0%	2%	0%	2%	1%
White British	30%	41%	38%	40%	37%
White Eastern European	2%	0%	3%	0%	2%
White English	0%	0%	0%	2%	1%
White European	2%	2%	2%	3%	2%
White Other	3%	0%	7%	8%	5%
White Western European	0%	0%	0%	2%	1%
Total	100%	100%	100%	100%	100

Table 4 – Ethnicity pupil population

Religion

	%
Christian	18%
Muslim	6%
Other Religion	1%
Buddhist	0.5%
Not stated/no religion	74.5%
Total	100

Table 5 – Religion pupil population

Information on other groups of pupils:

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

		% of school population
English as an additional language	61	34%
Number of pupils eligible for Pupil Premium	Reception TBC Year 1 15 Year 2 12	16% (NB This is taken before 2017 registration of Reception pupil premium children)

Table 6 – EAL and Pupil Premium population

9 CONSULTATION AND ENGAGEMENT

We plan to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
18th October 2017	Policy and draft objectives shared with LGB.	See governing body notes	First objective redrafted to clarify what is meant by 'British values'
January 2018	Policy and draft objectives shared with staff.	See CPD session delivered by CB.	Action Plan drawn up for review in September 2018
Summer 2018	Equality focus in parent forum	Parents present agreed objectives are suitable	
Summer 2018	Consultation with pupil council	Council discussed different things that	

		have taken place during the year.	
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Table 7 – Record of consultation and engagement

10 OUR EQUALITY OBJECTIVES

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality objectives set 2017 -18:

Equality Objective 1: To ensure that the Byron Values of Exploration, Endeavour and Excellence are at the core of our undertaking for all pupils and that learning progress is indistinguishable by protected characteristic. As part of this, we will ensure that gender stereotypes are not reinforced through the curriculum, enrichment opportunities and / or learning environment of the Academy.

Equality Objective 2: To ensure that the following fundamental values are integral to the Academy’s work and palpable in its ethos:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Reviewing progress:

The objectives will be reviewed annually at the start of each year and an action plan agreed with all key stakeholders (see appendix 1). This will be reviewed termly by the Principal and Inclusion Lead and an Equality Impact Bulletin sent out to parents and governors via the school newsletter at the end of the year.

11 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity. We will use an appropriate Equality

Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.

14. EQUALITY ACTION PLAN

Action Plan 2017 – 18

Action	Success Criteria	Review (Summer 2018)
<p>Ensure that a growth mindset underpins the Byron values and that <u>all</u> pupils are encouraged to participate in and take on new challenges.</p>	<p>There is a common language used across the school to talk about growth mindset.</p> <p>Pupil participation in after-school activities is representative of the school profile.</p> <p>Pupil performance data shows no gaps between protected groups.</p>	<p>A series of assemblies took place using “Crackle” the puppet, on growth mindset. Posters are up in each classroom. Pupils were able to talk about key messages.</p> <p>>85% of pupil premium pupil attended clubs after school.</p> <p>The wider selection of clubs (see below) resulted in a better balance of boys/girls in clubs.</p> <p>Whilst performance gaps are better than national averages, gaps still exist.</p>
<p>Ensure that pupils have the opportunity to learn about and meet a balanced range of male and female role models.</p>	<p>Evidence across the curriculum, weekly assembly content, Philosophy4Children discussions, choice of English texts and diversity of school visitors and enrichment activities.</p>	<p>A range of female role models visited the school to challenge stereotypical attitudes: e.g. a female pilot, a solo transatlantic rower, female MP.</p> <p>The curriculum included female role models as well as male from the past e.g. Amy Johnson, Amelia Earhart. Texts included female lead characters as well as male e.g. in Year 2 a story about the first woman hot-air balloonist.</p>

		<p>Assemblies included examples of female success – including the centenary of women getting the vote.</p> <p>Both International Men’s day and International Women’s day events were well attended.</p> <p>We had many fathers helping on trips as well as mothers.</p> <p>The selection of sports clubs was expanded from a football/karate dominated offering to widen the appeal for girls and boys not keen on football (e.g. new were netball, gymnastics, theatre dance). Additional clubs were offered to ensure different interests were being addressed e.g. art, poetry and drama.</p>
<p>Ensure that pupils are able to understand and make real life links to the values of: democracy; the rule of law; individual liberty; and, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, through the school curriculum and enrichment programme.</p>	<p>The school council is established and pupils contribute to decision making.</p> <p>The curriculum and enrichment opportunities promote democracy, the rule of law, individual liberty and an understanding, respect and tolerance of all faiths and beliefs.</p> <p>Pupils have opportunities to share and celebrate their home culture.</p>	<p>School Council elections took place and meetings are regularly held. The PSHE curriculum/assemblies promote understanding of British values. Rupa Huq MP visited and explained her role in parliament. Children were able to talk about the values at the end of the year.</p> <p>The RE curriculum is now in place. Pupils visited places of worship: a mosque, Neasden temple, church.</p> <p>The Byron curriculum develops knowledge of different cultures/faiths – this year including a focus on India in Year 2.</p> <p>Different festivals have been celebrated: this year was the first Eid event in school and this was</p>

		very well attended by all the school community.
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