

Springbank Academy



Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

Single Equality Policy

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Link Governor: Bill Howard

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.

1. Mission statement

At Springbank Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, culture, gender identity, sexual identity, disability, special educational need, faith or religion, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender, socio-economic background and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Springbank Academy, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender, socio-economic background and disability and action any gaps.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets.
- Ensure equality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

- Seek to involve all parents in supporting their child's education.
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Admissions to the school are coordinated by the Local Authority admissions team.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at Springbank Academy.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff

- Continued professional development opportunities for all staff
- Senior Leadership Team support to ensure equality of opportunity for all

4. Equality and the law

The equality objectives in Section 10 below address our duties under current equality legislation, up to and including the Equality Act 2010.

The action plan at the end of this Equality Plan outlines the actions Springbank Academy will take to meet the general duties detailed below.

4a. Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000.

The *General Race Equality Duty* requires us to have due regard to the need to:

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under our specific duty we will:

- Prepare an Equality Plan.
- Assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils.
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4b. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them.
- Review and revise this Scheme every three years.

4c. Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between people.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them
- Review and revise this Scheme every three years.

4d. Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

4e. Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the governing bodies of state schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

5. 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, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parent questionnaires and Teaching and Learning Conferences.
- Input from staff surveys or through staff development meetings / INSET.
- Feedback from Pupil voice, within lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress in Personalised Provision Maps, mentoring and support.
- Feedback at Local Governing board meetings.

6. Roles and Responsibilities

The role of Governors:

- The Local Governing Board has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils, and responsive to their needs based on race, gender and disability.
- The Local Governing Board seeks to ensure that people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Local Governing Board ensures that no child is discriminated against whilst in our school on account of their race, sex or disability.

The role of the Headteacher:

- It is the headteacher's role to implement the school's Equality Plan and s/he is supported by the governing body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching:

- All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the school's Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Local Governing Board and Trust where appropriate.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory organisations and groups.

- Ridicule of an individual for difference e.g. food, music, religion, dress etc.
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

8. Review of progress and impact

The Plan has been agreed by our Local Governing Board. We have a rolling programme for reviewing our school policies and their impact. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a three-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress and take appropriate action to address any gaps.

9. Publishing the plan

In order to meet the statutory requirements to publish a Disability Equality Scheme and Gender Equality Scheme, we will:

- Publish our plan on the school website.
- Make sure hard copies are available.

10. Action Plan

Action plan 2021-2025

Attainment

Equality Objective: To explore and understand all issues to impact on a COVID-19 recovery programme for all pupils, but particularly those children who have undertaken home-learning in lockdowns and those with protected characteristics.

Actions JV / AL / EL

1. When available explore the local statistics and compare with the national which is the school's expectation for all children. JV/AL
2. Identify the learning gaps between all vulnerable groups to ensure they achieve the expected levels over a year and from the start to the end of a key stage, across the curriculum.

3. Analyse disadvantaged data in detail drilling down to individual attainment. Particularly the newly eligible FSM pupils.
4. Evaluate current pedagogy and teaching introduced in flip/remote learning and roll out the successful ones across school. Blended Learning, writing sequence, perfect assessment. HT/AL
5. Consult with the school community; parents/carers through Teaching and learning conferences; staff through achievement meetings and briefings and pupils through pupil voice sessions (Talk circles), pupil learning surveys.
6. Explore best practice in schools locally and nationally who have similar issues. Extend our practice through working with schools demonstrating best practice, including those within the WHPT. JV/AL
7. Sharing best practice with schools nationally. (NPQ online)

Research vision

To use the information gathered to develop new teaching pedagogy and pupil skills in maths, writing and reading progression. Connections to be made across the curriculum. Focus to be on all vulnerable groups.

Attendance

Equality Objective: To explore and understand the reasons for all absence and what support can be given to individual pupils and families to begin to improve attendance rates.

ACTIONS AL / CC /TO / DW / JV

The schools attendance figures show that some pupils on roll have disproportionately higher absentee levels than that of their peers.

1. Explore all categories of pupils that have an absence rate. Is there a particular vulnerable group? **AL/HR**
2. Do adults within school understand the reasons for absence? **HR/TO ongoing**
3. What impact does this absence have on the pupil's progress from their starting points? **AL**
4. Involve parents/carers; governors and targeted support. What support would make a difference to the absence rate?
5. Identify best practice from other schools with similar issues.
6. Explore ways of refining policy in school.

Research vision

To reduce the number of Absentees over the year. To increase attendance of children from identified vulnerable groups. Use flip learning for recovery.

To apply reasonable adjustments and a support programme to all children with disabilities and complex health needs who need to attend medical appointments.

Attendance articles in newsletters.

Additional Objective:

Our data did not identify any areas of concern in relation to religion or belief or to age. However we have decided to include actions in these areas as noted below:

To keep high profile British and STARFISH Values to prepare our children for becoming successful citizens for entering the future workplace.

ACTIONS:

1. Create a new pupil STARFISH film. **SK**
2. Maintain the use of STARFISH Values throughout the school day. All staff

3. Carry out refresher in-depth training in British Values. SK
4. Create a new BRITISH VALUES film to ensure full understanding and blue printing. SK

Employment

We recognise our duties under the Equality Act in respect of the staff we employ. We have set the following objectives:

Equality Objective: To employ a more diverse workforce

We recognise that it is important to have a workforce that represents the society we serve.

We already know some details of the staff we employ but we need to improve our data collection to include information about all the protected characteristics. We will conduct another survey of existing staff to collect additional diversity data. This will happen in 2022 when a new staffing structure will be created.

Where we identify an under-represented group we will endeavour to consider this during the creation of the annual staffing structure.

Although we currently have a no-replacement policy, when we next hold a recruitment campaign we will closely monitor at each stage of the process, particularly at the application, short listing, interview and job offer stage. Where we identify any issues, which impact on any particular group, we will look at initiatives to address this.

Outcome: Have a more diverse workforce to represent society.

We will engage with our school community to ensure the objectives identified are the best ones. The equality objectives for Springbank Academy are displayed in school and integrated in to our school improvement planning. They will be monitored by our CoG and CoF.