

Montsaye Academy



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EQUALITIES DUTY

November 2015

The Public Sector Equality Duty 2011 has three aims under the general duty for Schools, Academies and Settings:

1. **Eliminate unlawful discrimination, harassment and victimization and other conduct prohibited by the Act.** By removing or victimisation disadvantages suffered by people due to their protected characteristics.
2. **Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. **Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Montsaye Academy has considered how well we currently achieve these aims with regard to the eight protected equality groups: age/disability/gender reassignment/marriage and civil partnership/pregnancy and maternity/race/religion and belief/sex or sexual orientation

In compiling this equality information we have:

- Identified evidence already in the setting/centre of equality within policies and practice and identified gaps.
- Examined how our setting/centre engages with the protected groups, identifying where practice could be improved.

EQUALITY SUMMARY

We have completed an in-depth analysis of how effectively we meet our equalities duty and summarise below

The information below is a statement of effectiveness in promoting each of the 3 aims for each of the protected groups. This will provide the starting point for the setting of Equality Objectives

Protected characteristics	Aims of the general duty		
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
Age	Outstanding	Outstanding	Outstanding
Disability	Outstanding	Outstanding	Outstanding
Gender Reassignment	Outstanding	Outstanding	Outstanding
Marriage and civil partnership	N/A		
Pregnancy and Maternity	Outstanding	Outstanding	Outstanding
Race	Outstanding	Outstanding	Outstanding
Religion and Belief	Outstanding	Outstanding	Completed
Sex/sexual orientation	Outstanding	Outstanding	Outstanding

EQUALITIES OBJECTIVES ACTION PLAN – October 2015

Following the collection and interrogation of the information about how Montsaye Academy promotes equality of opportunity for each of the eight protected groups we have set the following targets.

Objective 1	Protected group(s) will this impact on	Success criteria	Lead/ key players	Actions/ Dates	Annual update
To raise the issue of bullying in all its manifestations, through assemblies, tutor group discussions and within the PSHE curriculum.	All groups	An anonymous survey in 2014 shows a reduction in incidents of bullying related to protected characteristics Students will be more confident about reporting homophobic bullying and numbers will rise initially	TOL/SLT/HOH/ FT/LAW students and parents	Sept 2015 Sept 2017	
Identify a range of strategies to further engage with protected groups in order to foster good relationships for both adults and students	All groups	Voice activities and interviews will provide strategies to improve this area further.	PL/PCM/TOL/HOH	Start Jan 2016	
To improve the attendance of students who fall within the protected group/s to reduce the gap between them and other students	All groups	Attendance levels will improve for focus group/s by 3%	TOL/PW/HOH/FT/Pastoral Mentors \send team	Start Oct 2015	

APPENDIX

STAGE 1: EQUALITY INFORMATION

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	<ul style="list-style-type: none"> • Comparative Attainment data • Hate crime(race) incident reporting data • Displays of celebration of cultural diversity • List representation on student council/voice activities. • Assembly programme • School rules • School policy e.g. anti bullying 5 stage approach, • Parental requests and responses to allow student to be withdrawn from sex education on cultural grounds • Academy website pictures • Analysis of exclusion data half termly basis • Data on attendance/rewards/behaviour points/participation in student voice activities. • PSHE/Citizenship programme • Recruitment Monitoring forms • Recruitment Policy 	<ul style="list-style-type: none"> • Ensure take-up of different ethnic groups re extra curricular school activities. • Keep Mentoring statistics and analysis • Liaison with External agencies and team. • Make provision to withdraw students from sex education as requested • School policy e.g. anti- bullying 5 stage approach • School rules • Diversity assemblies • Ensure representation in school activities • Jobs advertised internally and externally • Pay policy based on all NCC jobs library • Performance Management/Appraisals to identify training requirements • Student Council representation • All employment policies and practices and processes based on good practice • Governors and SLT agendas include a standing item on equality and diversity • Workforce Census 	<ul style="list-style-type: none"> • THE BASICS promotes respect and dignity for all • Sanctions for prejudicial bullying focused on education to stop repeat offences • Close liaison with parents and students of all parties • Involvement of pastoral and learning mentor to ensure support as necessary • Liaison with External agencies and team where appropriate • school • Assembly programme • PSHE/Citizenship programme • CPD • Follow the policy to ensure all employees understand that they have equal rights • Provision for employees needs to be met where required by special arrangement • Celebrating diversity through activities, displays and assemblies

	<ul style="list-style-type: none"> • Pay Policies • Grievances Policy • Anti harassment policy • NCC pay conditions followed • Job Description in personnel file • CPD Policy 		
Disability	<ul style="list-style-type: none"> • SEND achievement data • representation on student council/voice activities • Annual action plan with focus on COP • Monitor involvement in student voice and council activities • Inclusive approach to students with SEND • SEN staff attendance parents meetings to be available for any parents whose children have SEND • Academy website pictures • Academy Photo Book as part of transitional arrangements for students with SEND • Breakfast, break, lunchtime and after school clubs for vulnerable children • Reduced exclusion rates • Decreased NEET • Where appropriate we draw up a health care plan with other professionals and parents/carers 	<ul style="list-style-type: none"> • Accessibility plan drawn up annually • Transport to out of school events • Academy facilities available for those with disability so they can participate as all others do • We ensure SEND students are able to access extra curricular and off site activities inc residential abroad • We make additional arrangements for parents with SEND to meet teachers to discuss progress • We make all reasonable adjustments to ensure any member of the academy has access to the same opportunities as their peers. • Where appropriate we draw up a health care plan with other professionals and parents/carers • We make additional arrangements for vulnerable students and parents to facilitate the transition process into Year 7 in order that they have the same opportunities as their peers • Full access to all students with physical disability • Adapted work where required 	<ul style="list-style-type: none"> • THE BASICS promotes respect and dignity for all • TA/key worker support • Identify and create sustainable friendship groups • Peer mentoring • Intervention workshops by trained staff • Alternative curriculum/day • Ensure that students with SEND are represented in Student Voice / Council activities • Accessibility Plan

	<ul style="list-style-type: none"> • LAC/PEP planning and provision • Recruitment Monitoring forms • Recruitment Policy • All members of Academy community has the same quality of opportunity as others e.g. - modified working practices/phased return following illness • Occupational health service provided • Pay Policies • Grievances Policy • Anti harassment policy • NCC pay conditions followed and Job Description in personnel file to correspond • CPD Policy • Health & Safety Policy • Liaising with groups to assist in helping members of staff to continue to work • Flexible working hours policy 	<ul style="list-style-type: none"> • TA support • We provide access to a safe environment for SEND students and peers at break / lunch • Exam access arrangements for identified students to ensure that they have the same opportunities as their peers • Pay policy based on NCC jobs library • Performance Management/Appraisals to identify training requirements • Equality and diversity is a standing item on all SLT and Governors' meetings 	
Sex	<ul style="list-style-type: none"> • Comparative Attainment data • Representation on student council/voice activities • SIMS reports related to rewards and sanctions • Record of exam results by gender • SIMS record of behaviour and attendance by gender 	<ul style="list-style-type: none"> • Boys' only groups • Girls only groups • Social skills training • Assertiveness training • Protective behaviours' workshop • Drop In provision by school nurses • Analysis of exam results by gender • Analysis of behaviour by gender • Recruitment policy etc. (Michelle to fill in) 	<ul style="list-style-type: none"> • Equal curriculum opportunities • Practice of collaborative working in forms and lessons • Seating plans • Vertical tutoring • Challenge stereotypes

	<ul style="list-style-type: none"> • Student elections • Academy website pictures • Displays around the academy • Employment processes/policy 	<ul style="list-style-type: none"> • Workforce census 	
Gender Reassignment	<p>Not relevant at this time If/when this becomes a necessity plans will be draw up to ensure anyone with this characteristic is treated equality and without discrimination.</p>		
Pregnancy and Maternity	<ul style="list-style-type: none"> • Close liaison with school nurse as appropriate • Return to school plan for students who are mothers • Special exam arrangements • Maternity & Paternity Policy and practice • Information on training and job opportunities emailed to individuals • Flexible working hours policy • Liaison with LOT provision for pregnant/postnatal students • Job opportunities emailed to individuals re: promoted opportunities 	<ul style="list-style-type: none"> • Special exam arrangements to enable students to take exams • Special arrangements made to enable pregnant and postnatal students to attend school e.g. part time timetable • Maternity & Paternity Policy • Information on training and job opportunities emailed to individuals • Flexible working hours policy 	<ul style="list-style-type: none"> • Students continue attending school • Support for staff who return after maternity leave
Age Not relevant to students	<ul style="list-style-type: none"> • Recruitment Monitoring forms • Recruitment Policy • Pay Policies • Grievances held on file • Anti harassment policy • NCC pay conditions followed and Job Description in personnel file to correspond • CPD Policy • Flexible working hours policy 	<ul style="list-style-type: none"> • Internal and external job advertisements • CPD opportunities available to all 	<ul style="list-style-type: none"> • All members of staff are trained in mixed age groups • Staff activities open to all members of staff
Religion and Belief	<ul style="list-style-type: none"> • Parental requests and responses to allow 	<ul style="list-style-type: none"> • Allow students to wear the veil 	<ul style="list-style-type: none"> • THE BASICS promotes tolerance

	<p>student to be withdrawn from sex education on cultural grounds</p> <ul style="list-style-type: none"> • School literature informing parents of their right to withdraw their child from RE and sex education • RE curriculum promotes understanding of other faiths • Recruitment Monitoring Forms • Anti Harassment Policy • Pay Policies • Performance Reviews-training identified • RE policy available on website 	<p>as requested</p> <ul style="list-style-type: none"> • Permit nose studs for cultural or religious reasons • Make provision to withdraw students from sex education as requested • Assembly programme • Internal and external Job advertisements • Pay policy based on NCC jobs library • Performance Management/Appraisals to identify training requirements 	<p>and respect for all</p> <ul style="list-style-type: none"> • Celebrate diversity through assemblies and displays • Thought for the week includes references to religious festivals
Sexual Orientation	<ul style="list-style-type: none"> • Academy anti bullying policy staged approach includes all forms of prejudicial bullying • Reporting of prejudicial bullying to LA • Monitoring of prejudicial bullying • Anti-harassment policy • Recruitment monitoring forms 	<ul style="list-style-type: none"> • All issues related to prejudicial are dealt with firmly with a focus on education in order to prevent repeated offences • Any casual use of prejudicial terms are routinely challenged 	<ul style="list-style-type: none"> • All students can access college opportunities • PSHE/Citizenship programme

STAGE 2 EQUALITY ENGAGEMENTS

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	How have we engaged with the protected groups in order to advance equality of opportunity?	How do we engage with protected groups in order to foster good relations?
Race	<ul style="list-style-type: none"> • Ensure that all policies are readily available to staff or that they are aware where to find them as part of the induction process. • Involvement of external agency representatives as the need arises. • Sought their views as part of our student voice activities • Action is taken and recorded when any prejudicial incidents occur 	<ul style="list-style-type: none"> • Regular meetings with parents of students from minority groups to discuss issues as needs arise • Involvement of external agencies as appropriate • Separate one to one training sessions for staff members as appropriate. • Adverts placed internally and externally giving all staff the opportunity to apply 	<ul style="list-style-type: none"> • Celebrate Black History Month • Assembly programme promotes a range of cultural groups • Citizenship activities • Time is taken to discuss with student and families from protected groups to explain the academy's response to issues so they understand how matter has been dealt with. • Students engage with the Thought of the Week reflections • Through curriculum e.g. citizenship consider young people in other cultures
Disability	<ul style="list-style-type: none"> • Regular IEPs review with student and family • Close liaison with LA and other support agencies to promote engagement of students and parents • Student Voice surveys to seek views of SEND students • Parent Group being established to address issues relating to SEND • Alternative accommodation for meetings for parents with a disability or accessibility issues • (liaise with Virtual Schools Team, Hospital and 	<ul style="list-style-type: none"> • Use Autism service • Close liaison with support agencies to promote engagement of students and parents • Use of pastoral mentors support to ensure ongoing liaison / communication with parents • Parent Group being established to address issues 	<ul style="list-style-type: none"> • Regular opportunities for students and parents to review progress – through formal / informal reviews and parents' evenings • Regular reviews and meetings to ascertain if any further changes are required to assist in the working environment. • Make adjustments to working hours if required • Follow advice on phased return to

	<p>Outreach, Fostering agency and carers, IDT and local authority)</p> <ul style="list-style-type: none"> Meet with student and family to ensure all reasonable adjustment are made to ensure equality of opportunity Meetings and reports from Medigold to ensure that staff receive any help they require Adapted work arrangements for staff Action is taken and recorded when any prejudicial incidents occur 	<p>relating to SEND</p> <ul style="list-style-type: none"> Adverts placed internally and externally giving all staff the opportunity to apply Specialist equipment, facilities and resources for members of the academy with mobility issues Care plans as needed 	<p>work after a period of illness</p> <ul style="list-style-type: none"> Involve outside agencies for advice of best practice in the event of a mobility issue
Sex	<ul style="list-style-type: none"> Review of curriculum offer for girls with a view to involving more students in activities e.g. PE Ensure that all policies are readily available to staff or that they are aware where to find them during the induction period. 	<ul style="list-style-type: none"> Review of curriculum offer for girls with a view to involving more students in activities Adverts are placed internally and externally for all staff Joint training opportunities 	<ul style="list-style-type: none"> Regularly monitor girls response to new curriculum offer All posts open to both sexes
Gender Reassignment	Not Applicable at this time	Not Applicable at this time	Not Applicable at this time
Pregnancy and Maternity	<ul style="list-style-type: none"> Regular meetings with student and family to support them in the academy Maternity policy passed to them so that they are aware of their rights and the academy's responsibilities Pregnant and postnatal students offered individually structured timetable/curriculum 	<ul style="list-style-type: none"> Regular meeting with students who are mothers to ensure we are making best provision Allocation of PSA to support students and family to continue student's education Staff given the opportunity to be notified during maternity leave of any course or training opportunities that become available-Notification sent accordingly. Risk assessment where appropriate. 	<ul style="list-style-type: none"> Speak of importance of continuing education and make all reasonable arrangement to ensure student can continue school if that is their wish Discussions before maternity leave and before returning to work about support required and available Opportunity to request flexible working hours on return to work
Age	<ul style="list-style-type: none"> NCC pay conditions followed and Job 	<ul style="list-style-type: none"> Internal and external job 	<ul style="list-style-type: none"> All members of staff are trained in

	<p>Description in personnel file</p> <ul style="list-style-type: none"> • All policies are written to ensure they do not discriminate against any of the 8 protected groups. • Flexible working hours policy 	<p>advertisements make it clear that post is open to anyone who has the essential requirements</p>	<p>mixed age groups</p> <ul style="list-style-type: none"> • Staff activities open to all members of staff
Religion and Belief	<ul style="list-style-type: none"> • RE curriculum engages students in considering how different groups celebrate key festivals • Ensure that all policies are readily available to staff or that they are aware where to find them during the induction period. 	<ul style="list-style-type: none"> • Discussions with families to ensure students have access to core curriculum • Adverts placed internally giving all staff the opportunity to apply 	<ul style="list-style-type: none"> • Liaison with local religious representatives e.g. Christmas Concert in Rothwell Church
Sexual Orientation	<ul style="list-style-type: none"> • Support provided for students requiring additional support • Counselling provided as appropriate • Anti bullying policy with stages provides a framework for dealing with any prejudicial bullying • Ensure that all policies are readily available to staff or that they are aware where to find them during the induction period 	<ul style="list-style-type: none"> • Adverts placed internally giving all staff the opportunity to apply 	<ul style="list-style-type: none"> • Provide a supportive environment which nurtures individuals and diversity