

## 1. INTRODUCTION

- 1.1 In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the academy, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for students, staff, parents and other users of the academy. This scheme will be monitored and delivered through the governors' role plus school improvement and self-evaluation processes.
- 1.2 We will ensure that every student irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the academy's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.
- 1.3 Our intention is to ensure that the adults working or volunteering in the Academy include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for students from all backgrounds.
- 1.4 We will involve students, staff, parents, carers, governors and all other stakeholders in the development of our single equality scheme. All stakeholders need to be involved from the very start and their involvement will inform the preparation, development, publication, review and reporting of the Scheme. The aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.
- 1.4.1 Our vision:-
- For every student to feel valued for who they are, so they can grow and flourish into confident, successful adults;
  - For every student to have no barriers to opportunity, achievement, success or enjoyment;
  - For all families to feel valued and their diversity recognised and celebrated;
  - That our wider community benefits from the work of the school, building on the values of community cohesion.

## **2. SCHOOL VALUES**

2.1 The academy is committed to:-

- Tackling discrimination of all kinds: including race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination;
- Positively promoting race, disability and gender equality;
- Creating good relationships with all groups it serves: by race, culture, gender, disability, sexual orientation, religious belief and age;
- Promoting equality of opportunity for all.

## **3. ROLES AND RESPONSIBILITIES, COMMITMENT AND ACCOUNTABILITY**

3.1 The academy will mainstream equality issues by:-

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensure that the academy's short, medium and long term planning contributes towards this scheme;
- Ensure that arrangements are in place to monitor and report on our progress against our action plans, as well as our progress on integrating equality issues;
- Ensure that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme.

## **4. THE RACE DUTY AND COMMUNITY COHESION**

### **RACE**

4.1 Macmillan Academy recognises that Black, Asian and Minority Ethnic people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The academy will take all necessary measures to prevent and tackle racial harassment and assist Black and Minority Ethnic people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education.

4.2 The academy is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

4.3 Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by:
  - Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;

- Dealing with complaints of discrimination and harassment speedily, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
  - Encouraging dialogue between different racial groups on the appropriateness of our service offer;
  - Preventing racial discrimination and promoting equality of opportunity and good relations between members of different racial, cultural and religious groups.
2. Support cohesion by:
- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our students and their families;
  - Encouraging students (and their families) of all ethnic groups to participate fully in all aspects of school life;
  - Using our support for the voluntary and community sector to promote good race relations;
  - Countering myths and misinformation that may undermine good community relations.
3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:
- Promote the active participation of minority communities in shaping the future of our school;
  - Ensure the Academy staff (both permanent and temporary), learners and their families as well as our partners and the wider community, fully understand the principles of good race relations;
  - Expand access across all communities and in all areas of school activity.

Our ***Equality Policy*** will form part of the academy equality scheme. A review of this policy will be undertaken annually and we will report to Governors with regard to this.

## **COMMUNITY COHESION**

- 4.4 Macmillan Academy understands our duty to promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already considers this to be a fundamental part of our role.
- 4.5 We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.
- 4.6 We create a sense of shared values by celebrating the cultural diversity of our school community.

- 4.7 We develop an understanding in students that they all have a responsibility to their shared future through our curriculum, extra-curricular programme and Learning Community activities, including assemblies.
- 4.8 Mutual respect, honesty, fairness and trust between different groups including students and teachers is embedded in the ethos of the Academy and is addressed in our statement of values.
- 4.9 We will evidence our effectiveness for OFSTED by demonstrating:
- A widely shared sense of the contribution of different communities to a shared vision;
  - A strong sense of individual rights and responsibilities within the school community;
  - That all children and parents feel they are being treated fairly and have the same opportunities;
  - That students trust the academy to act fairly;
  - We have strong and positive relationships.

## **5. THE DISABILITY EQUALITY DUTIES**

- 5.1 The academy's commitment to disabled learners, their families and staff's equality has four objectives:-

**1. We will promote equality for disabled people by:-**

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

**2. We will tackle discrimination against disabled people by:-**

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

**3. We will support disabled learners to achieve their full potential by:-**

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the academy and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

**4. We will work in partnership with disabled learners and their carers and staff by:-**

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf;
- We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the duty. Our scheme shows how we promote disability equality across all areas of the Academy, to disabled students, staff, parents, carers and other school users.

**5.2 When carrying out our functions, we will have due regard to the need to:**

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995);
- Eliminate disability related harassment;
- Promote positive attitudes towards disabled people;
- Encourage participation of disabled people in public life;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment;
- Monitor staff and learners by disability;
- Have a Disability Equality Scheme.

**5.3 We plan to increase access to education for disabled students by:**

- Increasing the extent to which disabled learners can participate in the academy curriculum;
- Increasing the inclusion of positive images of disabled people across the curriculum;
- Improving the environment of The Academy to increase the extent to which disabled learners can take advantage of education and associated services;
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

This is detailed in the academy's accessibility plan.

## **6. GENDER EQUALITY DUTIES**

### **6.1 Macmillan Academy:**

- Is committed to combating sex discrimination and sexism and promoting the equality of women and men;
- Recognises that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes;
- Is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours;
- Will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes;
- Is committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people.

### **6.2 We welcome the requirements of the gender equality duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:**

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation;
- Promote equality of opportunity between women and men in all of our functions.

### **6.3 We monitor student progress in relation to their gender and set targets accordingly.**

### **6.4 We address gender stereotyping in subject choices, careers advice and work related learning. This is also addressed through aspects of the curriculum.**

### **6.5 Gender based disciplinary issues will be investigated and treated seriously.**

### **6.6 Gender issues such as sexual bullying, sexual exploitation, and domestic violence are addressed as part of the student development programme.**

### **6.7 Staffing levels, specialism and levels of responsibility are monitored with a view to ensuring there is good representation of each gender.**

## **7. RELIGION AND BELIEF**

### **7.1 The academy recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.**

### **7.2 We also recognise that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.**

### **7.3 We are committed to eliminating discrimination and exclusion on the basis of religion or belief.**

- 7.4 We also recognise the need to consider the actions outlined by the Equality Act which requires us to assess the impacts of our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.
- 7.5 Equality with regard to religion or belief is promoted at all levels in the academy and particularly within the religious studies and global curriculum. This is supported by:
- Marking key national/international events, such as National Holocaust Day
  - Visiting speakers into assembly
  - Raising awareness of local faith events
  - Making provision for students to have space and dignity when practising their faith, or to take a course of study in their particular faith, if requested
- 7.6 We will monitor the effectiveness of our policy regarding faith and belief discrimination through:
- Discussion with the RS department, regarding its priority on the curriculum and how it can best be supported
  - Analysing relevant behavioural incidents on an annual basis, and reporting that to Governors
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## **8. SEXUAL ORIENTATION**

- 8.1 The Academy is committed to combating discrimination faced by lesbians, gay men, bisexual and transgender (LGBT) people. We aim to ensure equality of opportunity for LGB people across services and employment.
- 8.2 We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.
- 8.3 Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act. We are committed to taking a pro-active approach to preventing all forms of homophobia within the academy and will assess the impact of our policies, functions and procedures on promoting sexual orientation equality as part of the equality impact assessment process.
- 8.4 We will deal with complaints of discrimination and harassment speedily and notify complainants of the outcome and actions taken.
- 8.5 At the academy:
- Homophobic bullying, language and stereotypes will be challenged
  - The personal development curriculum will address these issues as part of its

## Sex and Relationships Education (SRE) programmes of study

### **9. AGE**

- 9.1 The academy is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that all people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.
- 9.2 Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference.

### **10. ANTI-BULLYING AND DISCRIMINATORY POLICY FRAMEWORK**

- 10.1 All forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that we will take to address bullying and discriminatory incidents in our anti-bullying policy.
- 10.2 Our objectives are to prevent harassment or bullying of any kind and create an ethos where acceptance, tolerance and respect for others are the hallmarks of all we do. We will draw particular attention to this through:
- Our wider school policies
  - Our assembly programme
  - The curriculum
  - Student guidance
- 10.3 Students are encouraged to speak to an adult if there is an issue with bullying. This could be their form tutor, Head of Year, wider Student Support team or a member of the Senior Leadership Team (SLT).
- 10.4 Our anti-bullying policy is reviewed annually. The impact of our policy will be assessed through:
- Termly analysis of behavioural incidents and exclusions analysis
  - Student conferencing activities particularly through the Student Council
  - Student and parent surveys
  - Communication with external partners
- 10.5 Staff will receive relevant training in relation to bullying and discriminatory incidents relating to homophobia, transgender, racism, disability harassment, sexual and gender bullying, and religious harassment.

### **11. EMPLOYMENT PRACTICES**

- 11.1 The academy observes the principles of equal opportunities in how we employ, develop and treat our staff.

We will ensure:

- We observe and implement the principles of equal opportunities in employment
- We are fully compliant with the requirements of safer recruitment legislation and that staff who manage the employment and recruitment processes have undertaken the required training
- All teaching and support staff are subject to performance management

## 12. CONSULTATION AND INFORMATION

- 12.1 We will involve stakeholders in the preparation of this scheme in the following ways:

- **Students** – The scheme will be discussed in tutorial and student comments will be fed back to the SLT. The SLT will also meet with the student council and discuss both the scheme plus wider issues they raise with regard to equality and discrimination.
- **Parents** – The scheme will be put onto the website and parents will be notified of this. A parent ‘focus’ meeting will be convened, with the SLT.
- **Staff** – The scheme will be shared with all staff. Comments about it will be welcomed, either individually or through the staff consultation group..

## 13. EQUALITY SCHEME OBJECTIVES

- 13.1 This section sets out the objective we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

- 13.2 We are pleased to note that incidents of harassment and bullying are low at the Academy and this is to the credit of all members of the school community, as we each play our part in creating a unique school ethos. However, we will not use this to become complacent and will continue to ensure that at all times bullying and discrimination are challenged and replaced with opportunity, relationship and community.

### 13.3 **Objective:**

To ensure all student groups identified within the Single Equality Scheme (SES), have the same access, provision and opportunity as all other students and they are successful in all aspects of attainment and other outcomes.

To ensure in all aspects of its work, the Academy celebrates diversity and challenges discrimination and in doing so, has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.

These objectives feed directly into the school's single equality scheme action plan. *Further detail on how we intend to deliver these objectives in 2016/17 is included in an appendix to this policy.*

- 13.4 **To use the Pupil Premium to enhance the education of those students who are disadvantaged.**
- 13.5 **To eliminate any potential bullying and victimisation of transgender students.**
- 13.6 **To promote community cohesion and prevent instances of racism.**
- 13.7 **To advance equality of opportunity by supporting vulnerable students and by raising awareness of mental health issues.**

## **14. ROLES AND RESPONSIBILITIES**

- 14.1 The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the Scheme. They will ensure the school meets the requirements of the Equality Act 2010.

They will do this through:

- Close involvement in the formulation of policy
- Involvement in setting school priorities and systems for monitoring
- Involvement in both student and staff conferencing activities, to ensure the scheme is understood and embraced by all
- Ensuring the impact of the scheme is reported at governor meetings

## **15. ACTION PLAN**

- 15.1 The school has produced a single equality scheme action plan. It sets out the key tasks the school will carry out to ensure the school is fully compliant with guidance and legislation. It will also develop current practice so that in all respects, our provision and effectiveness is outstanding.
- 15.2 Lead responsibility for ensuring the single equality scheme is implemented and has lasting impact lies with the Principal.

## **16. REPORTING AND REVIEWING THE SCHEME**

16.1 In line with the requirements of the scheme we will produce an annual report on progress and review and revise the academy's equality scheme every three years. This will be presented to the Governing Body in the summer term.

## **17. PUBLICATION**

17.1 The academy's equality scheme will be published on the school's website.

## **18. COMPLAINTS**

18.1 If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the academy's complaints procedure.

18.2 Complaints by staff will be dealt with under the grievance policy.

18.3 We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate procedures.

18.4 Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the single equalities scheme.

## **Appendix**

### **Equality objectives 2016/17**

13.4

- We have high expectations of this group and aim to minimise any performance gap between academy disadvantaged students and all students nationally. This is evaluated annually through our Pupil Premium audit
- We measure the performance of disadvantaged students through a range of criteria and have ambitious targets for this cohort of students
- Academic achievement – all students should get a positive Progress 8 score at KS4
- Employment – all students should be in sustained purposeful education, employment or training after the end of compulsory education
- Attendance - all students should aim to have attendance above 95%

- Active member of society – all students should be fully involved in the extra-curricular aspects of education
- Wellbeing – all students should have a positive and healthy approach to education and life
- Literacy and numeracy – all students should have these skills to operate successfully in the wider world.

### 13.5

- All staff to attend transgender awareness sessions run by Cleveland Transgender Association, which includes a parent of a transgender student at the academy
- To promote tolerance and acceptance of all students, irrespective of their race, sexuality and gender through our PSHE/assembly programme
- Through our named student welfare/safeguarding officer ensure that information/guidance regarding transgender students is disseminated to appropriate staff. To liaise with transgender students, their families and external agencies to ensure that their needs are met and they feel safe and supported, and treated equally in all aspects of academy life.

### 13.6

- We have developed a global perspectives course in Key Stage 3 which aims to raise student awareness of a wide range of global issues and develop critical thinking skills
- We are in the process of becoming a School of Sanctuary and as a result will promote the understanding of what it means to be seeking sanctuary, and extend a welcome to everyone as equal, valued members of the school community
- The Head of Health Education has worked with heads of department to map curriculum coverage of SMSC, PSHE, citizenship and British values in order to enable all students to be a valuable citizen and positively contribute to society.

### 13.7

- Keep up to date with national developments through membership of the Schools North East Mental Health Commission.
- Develop a three tier system of intervention:
  - i. Raising awareness with all students through: tutorial programme, assemblies, curriculum lessons
  - ii. Academy based interventions for students identified as 'medium risk'
  - iii. Interventions with external agencies for those identified as 'high risk.'