



## **CRAMLINGTON LEARNING VILLAGE**

### **EQUALITY STATEMENT**

<b>Policy reviewed and adopted by Trustees</b>	<b>February 2020</b>
<b>Version</b>	<b>2020-2021</b>
<b>Approved By</b>	<b>Headteacher</b>
<b>Date of next review</b>	<b>February 2021</b>
<b>Responsible Officer</b>	<b>Kim Irving, Deputy Headteacher</b>

## Equality Statement

Cramlington Learning Village is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unfair and unlawful discrimination, harassment and victimisation, advancing equality of opportunity, and fostering good relations between different groups within the school and the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to the best education they can.

Unlawful discrimination, which results in unfairness in any aspect of the school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances. We pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

## Legislation and duties

The following identifies the equality legislation that affects the school.

- Human Rights Act 1998
- Special Educational Needs and Disability Act 2001
- Education Act 2002 (section 78)
- Education and Inspections Act 2006 (section 21 (5))
- Equality Act 2010

The General Public Sector Duty of the Equality Act 2010 requires schools, in the exercise of their functions and decisions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

Under equality legislation the school has the following specific equality duties:

- **Produce an equality statement** identifying actions to be taken to eliminate discrimination, advance equality of opportunity and foster good relations between different groups across school activity.
- **Consult stakeholders** (pupils, parents/carers/guardians and staff) on their perceptions of equality within the school and build the results of consultation into the equality statement.
- **Transparency** requires schools to set specific, measurable equality objectives and to publish information about their performance on equality, so that the public can hold them to account.
- **Assess and analyse** the impact of equality policies on pupils, staff, and parents/carers/guardians, in particular monitor pupil admissions, attainment

levels and exclusions by disability, sex, religion and different racial groups. Take such steps as are reasonably practical to improve any adverse outcomes for any group

- **Record all hate incidents** and report them to school governors and the local authority on a regular basis
- **Audit and monitor** the curriculum and teaching and learning methods to ensure they are inclusive in the language and representation used, promote inclusion and physical activity for disabled pupils, and challenge stereotypes to promote community cohesion and a positive image of a diverse community.
- **Reasonable Adjustments** require schools to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage. This duty applies to existing pupils, applicants and, in limited circumstances, to disabled former pupils in relation to the following areas:
  - Deciding who is offered admission as a pupil
  - The provision of education
  - Access to any benefit, service or facility.
- **Special Educational Needs** duties require schools not to treat disabled pupils less favourably than non-disabled pupils and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage. Schools must also prepare an accessibility plan to increase accessibility for disabled pupils. This plan must cover: the physical environment; the curriculum; and written communication (the Planning Duty).

### **Who is protected?**

The Equality Act 2010 identifies a list of nine characteristics that are subject to its general duty. They are:

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

However, age and being married or in a civil partnership are NOT protected characteristics for the school's provisions.

### **Responsibilities**

**Governors** are responsible for:

- Challenging and supporting the school so that weaknesses are tackled decisively and statutory equality responsibilities are being met.
- Ensuring that school functions and policies are equality impact assessed to demonstrate compliance with equality legislation.
- Ensuring that an equality assessment of the curriculum has been completed.
- Monitor the school's Equality Statement and SEN Accessibility Plan at least once annually to ensure that their procedures are being followed.

**The Headteacher** is responsible for:

- Producing, implementing and maintaining the school's
  - Equality Statement
  - Special Educational Needs Accessibility Plan
- Ensuring all staff know their responsibilities under these documents and receive training and support in carrying these out
- Ensuring the school has an anti-discrimination statement for dealing with and reporting hate incidents
- Ensuring tools are in place to show how the school has shown due regard to all protected groups, such as;
  - Equality monitoring of policies e.g. employment, admissions, pupil attainment, exclusion, hate incidents
  - Equality assessment of the curriculum
- Using information from assessments and audits to identify compliance with equality duties and to develop equality objectives for the school
- Revising and reviewing the School's Equality Statement and Objectives every three years and report on progress annually to Governors
- Making sure the school's equality statement and its procedures are followed
- Making sure the equality statement is readily available and that the governors, staff, pupils, and their parents/carers and guardians know about it
- Producing regular information for staff and governors about the objectives and how they are working towards them
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to sex, disability and religion
- The Head Teacher is responsible overall for dealing with reports of hate incidents

**All staff** are responsible for:

- Dealing with all hate-incidents
- Advancing equality of opportunity and fostering good relations
- Behaving in a non-discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment, pregnancy and maternity; and marriage and civil partnership

- Ensuring they follow the equality statement and procedures, and take up equality training and learning opportunities provided by the school

**Teaching Staff** are responsible for:

- Undertaking an equality assessment of their curriculum, to ensure there is equality of opportunity to access the curriculum through teaching and learning.
- Being able to recognise and tackle bias and stereotyping in the school and wider community.
- Challenging discriminatory language and behaviour and providing appropriate alternatives and role models

**Visitors and contractors** are responsible for:

- Behaving in a non-discriminatory way and respecting the human rights of individuals regardless of age, race, disability, sexual orientation, religion, sex, gender reassignment; marital or civil partnership status, pregnancy and maternity.

## **Employment**

We are committed to a fair and equal pay statement and a free from bias pay structure.

We will not unlawfully discriminate in employment on grounds of sex, gender reassignment, race, disability, sexual orientation, religion or belief or age. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures.

With regard to disability, we will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

## **Monitoring and analysis**

We will monitor the following policies to ensure that we are meeting equality duties:

- Pupil admission
- Pupil exclusion
- Pupil attainment
- The progress of pupils identified as having special educational needs
- Complaints
- All hate incidents
- Satisfaction surveys

We will disaggregate the results of monitoring by the equality profile (race, sex, religion and disability) to identify if there were any issues or outcomes particular to one specific group. Where relevant, actions will be taken to improve any adverse

outcomes for any group. The results of equality monitoring will be reported to the school governors annually. Any identified improvements will be included in the School's Improvement Plan.

### **Checklist for school staff and governors**

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training? Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life? Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies /school council?
- Are bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils? Are racist incidents reported to the governing body and local authority on an annual basis?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for the election of parent governors open to candidates and voters who are disabled?

### **Reporting progress**

School Governors will monitor the School's Equality Statement. The Equality Statement will be reviewed at least once in the next three years.

### **Objectives**

1. To continue to raise the achievement of students of Disadvantaged students, ie those who qualify for the Pupil Premium.
2. To continue to raise the achievement of students with SEND.
3. To reduce the difference in performance between boys and girls attainment and

progress.

4. To continue to close any gaps in students' literacy and numeracy at KS3 to ensure equal access to the curriculum.

5. To continue to embed the principles and values of equality in all year groups.

6. To support those young people with social, emotional and mental health issues, both with their studies and through their experience of school life.