



**ANSFORD ACADEMY**

LEARNING TOGETHER TO LEAD OUR LIVES

# **Behaviour and Inclusion Policy Suite**

## **Equality Policy and Objectives**

<b>Status:</b>	<b>Statutory</b>
<b>Adopted:</b>	<b>December 2023</b>
<b>Renewal Period:</b>	<b>Annually</b>
<b>Next Review Date:</b>	<b>December 2024</b>

This policy has been impact assessed to ensure that it is in line with our Equality Policy and the Equality Act (2020).

**This policy is linked to and should be read in conjunction with the following policies:**

- Safeguarding and Child Protection
- SEND

## **Section A: Purpose**

*This single policy replaces separate policies the school has on race, disability and gender with the purpose of eliminating discrimination and to advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.*

## **Section B: Equality Statement**

Our academy is committed to equality. We will ensure that every member of our academy is treated fairly and has equality of opportunity. We recognise that all people have different needs and value all individuals equally. The central aim of Ansford Academy is to build a culture of empathy, trust and belonging where individuals are valued for who they are, feel comfortable to be themselves and are inspired to explore the possibilities of who they might become.

At Ansford Academy we welcome our duties under the 2010 Equality Act. We will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the academy community.

## **Section C: The Legal and Local Framework**

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Sex Discrimination Regulations 1999 and Act 1975

## **Section D: Aims**

We are a welcoming academy where tolerance, honesty, co-operation and mutual respect for others are modelled and encouraged. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad and balanced curriculum provides equal opportunity for all students to maximise their potential regardless of age, sex, sexual orientation, race, colour, religious or disability. Central to what we do at Ansford is the promotion of positive relationships with parents, governors and members of the wider community.

We aim to promote equality and tackle any form of discrimination. We seek to remove any barriers to access, participation, progression attainment and achievement. We take seriously our commitment to community cohesion.

This means (in relation to the Equality Act aims):

## **Section E: Eliminating Discrimination**

- We will actively encourage positive attitudes towards students and staff and expect everyone to treat others with dignity and respect.
- We will ensure that all staff and governors are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice. We will set out all staff training and awareness sessions in the academy improvement plan.
- When drawing up policies, we will carry out an equality impact assessment (EIA) to ensure the policy does not, even inadvertently, disadvantage groups of students with protected characteristics. We will consider to what extent a new/revised policy, practice of plan meets the Public Sector Equality Duties (eliminates discrimination,

advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary.

- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We expect that all staff will be role-models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Bullying and prejudice related incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia / gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the academy improvement plan.

#### **Section F: Advancing Equality of Opportunity**

- We will take reasonable and necessary steps to meet students' needs by using a variety of approaches and planning reasonable adjustments; enabling our students to take as full a part as possible in all the activities of the academy.
- We will maintain and update an equality page on the academy website to show how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- We will make reasonable adjustments to ensure the academy environment and its activities are accessible and welcoming as possible for students, staff and visitors to the school. We are committed to ensuring staff with a disability have equality of opportunity.
- We will monitor the progress and achievement of students by the relevant and appropriate protected characteristics. See Appendix 2 for a breakdown as this. This information will help the academy to ensure that individual students are achieving their potential, the academy is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the academy improvement plan.
- We will ensure the curriculum is accessible to all students with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all students are able to take part in extra-curricular activities and residential visits and we will monitor the update of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We welcome a diverse range of candidates and encourage those who are currently under-represented to join.
- We will collect, analyse and publish information about protected characteristics in relation to staff recruitment, retention, training opportunity and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.

## **Section G: Fostering Good Relations**

- We will regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- We will regularly seek the views of students, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all users. We will regularly review our accessibility plans.
- We will consult with stakeholders, i.e. students, parents/carers, staff and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually. We will also ensure students/parent/staff consultation is regularly sought in the development and review of this policy.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed.

## **Section H: Roles and Responsibilities**

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the Academy, including to staff, students and parents, and that they are reviewed and updated every four years.
- Delegate responsibility for monitoring the achievements of the objectives on a daily basis to the Headteacher
- The Equality Link Governor will ensure that they are familiar with all legislation and the contents of this policy
- The Equality Link Governor will attend equality and diversity training and report back to the Community, Conduct and Welfare committee regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and students
- Monitor success in achieving the objectives and report back to governors

All academy staff are expected to have awareness of this document and to work to achieve the objectives as set out in **Appendix 1**.

## **Section I: Monitoring and Review**

This policy will be updated yearly and will be reviewed at least every four years.

## **Section J: Links with other Policies**

This policy should be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Special Educational Needs Policy

## Appendix 1: Equality Objectives and Action Plan: September 2022 - August 2026

<b>Equality Objective 1</b> <b>To promote student and staff well-being by increasing understanding of the mental health issues facing stakeholders and young people and employing strategies that have a positive impact.</b>	
<b>Link to School Improvement Plan (2022-23)</b>	3.2 To protect, promote and enhance the wellbeing and mental health of all students 5.2 To protect, promote and enhance the wellbeing and mental health of all staff 3.5 To provide a wide range of opportunities to support the personal development of students beyond the classroom
<b>Link to School Improvement Plan (2023-25)</b>	3.2 To promote and enhance a whole school approach for mental health and wellbeing 3.5 To develop knowledge and skills across the Safeguarding and PSHCE Teams in response to contextual needs
<b>Why we have chosen this objective</b>	<p>There is an increasing understanding of the negative and long term impact of social, emotional and mental health difficulties on the educational attainment of young people and our stakeholders due to the legacy of Covid and virtual learning. It is well documented that individuals identifying as LGBTQI+ are at greater risk of mental health problems and also that adolescent boys are at greater risk of suicide. We recognise this national picture in our own context and are committed to playing our part in preventing mental health difficulties that may start in adolescence but have a greater impact in adult life. We are also committed to promoting and protecting staff and stakeholder wellbeing at the academy.</p>
<b>Key strategies to address this</b>	<ul style="list-style-type: none"> <li>▪ Ensure that all staff are aware of key changes to the Keeping Children Safe in Education 2022 document with particular reference to LGBTQI+ students</li> <li>▪ Encourage students to access help and actively promote ways of doing so</li> <li>▪ Actively source wellbeing and mental health enrichment opportunities for students</li> <li>▪ Ensure an effective offer of externally sourced intervention is in place to support and enhance student wellbeing and mental health</li> <li>▪ Undertake the SEMHL audit with staff and students</li> <li>▪ Promote 'wellbeing' student leadership roles, providing a voice to improve and enhance student wellbeing and mental health</li> <li>▪ Embed the peer mentoring scheme</li> <li>▪ Continue to offer a range of strategies to reduce exam and assessment stress and anxiety</li> <li>▪ Develop students' understanding of mental health through the PSHCE, assembly and tutorial curriculum</li> </ul>
<b>2022-23 Review</b>	<p>All staff have received annual safeguarding updates with regards to KCSiE 2022 which has emphasised the needs of LGBTQI+ students and the importance of mental health in relation to this. The PSHCE curriculum, Assembly and tutor time programme has been reviewed, ensuring that opportunities are provided to discuss mental health and wellbeing, as well as signposting students where they can go for help and support. Posters, student bulletins and a dedicated email address has also been promoted with students to ensure we are</p>

**Equality Objective 1****To promote student and staff well-being by increasing understanding of the mental health issues facing stakeholders and young people and employing strategies that have a positive impact.**

creating and promoting Ansford as a 'telling school'. RAG rating assessment opportunities have now been introduced as part of the PSHCE curriculum to ensure that teaching staff can assess student understanding and respond to learning needs promptly. Newly structured student leadership roles have been developed to include 'wellbeing' leaders. This is something to be built on and embedded before the next review. A Deputy Headteacher has undertaken the SEMHL leadership training and is now looking to develop well being action groups involving students, staff and stakeholders. The academy has been creative in sourcing external provision to support the mental health and wellbeing of our students including increasing school counsellor time, utilising MHST by asking them to offer group sessions and running anxiety sessions through our PFSA.

**2023-24 Review****2024-25 Review****2025-26 Review**

<b>Equality Objective 2</b>	
<b>To ensure that race equality, ethnic and cultural diversity are promoted and racism and discrimination are challenged through learning in all areas of the curriculum</b>	
<b>Link to School Improvement Plan (2022-23)</b>	1.1 To ensure our curriculum is broad and balanced, meeting the needs of all students, embedding knowledge and skills across and within key stages and subject areas
<b>Link to School Improvement Plan (2023-25)</b>	1.2 To review our KS3 curriculum and KS3 assessment processes to ensure we meet the needs of all students, embedding knowledge and skills and enabling successful KS4 outcomes 2.1 To develop an Effective Learning Behaviours curriculum, building students' Social Emotional Literacy and supporting the promotion of positive behaviour choices 3.1 To develop a personal development curriculum which is carefully sequenced for progression
<b>Why we have chosen this objective</b>	We are committed to ensuring that our Academy reflects the diversity of our society and is relevant and responsive to societal demography. In the context of the Black Lives Matter and the de-colonisation of the curriculum movements, we aim to ensure that cultural diversity is contained within our curriculum, thus ensuring that students are provided with positive role models from all protected characteristic groups and feel that the curriculum we teach is meaningful to them.
<b>Key strategies to address this</b>	<ul style="list-style-type: none"> <li>▪ Review of the PSHCE curriculum to ensure cultural diversity is promoted.</li> <li>▪ Audit the curriculum to ensure cultural diversity is contained and represented within different curriculum areas</li> <li>▪ Incorporate overt reference to British values (in ways that are aligned to our values and context) on the website and into revisions to policies as relevant.</li> <li>▪ Promote cultural diversity in the academy assembly and tutorial programmes</li> <li>▪ Analysis and positive marketing of trips to students belonging to protected characteristics</li> <li>▪ Promoting links with other schools and communities where there is cultural diversity</li> </ul>
<b>2022-23 Review</b>	A SMSC curriculum subject audit has taken place to ensure that cultural diversity is contained and represented within different curriculum areas including PSHCE. Moving forward this will also look to incorporate the academy enrichment and extra-curricular offer. A new academy website has been developed which has overt reference to British values and links to the Equality Policy can now be found on all published policies. The assembly and tutorial programmes have been reviewed to ensure they promote cultural diversity through highlight events such as Black History Month. Some links exist with culturally diverse communities such as the Zambia link but this needs

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further development as does the development of the enrichment offer. Incidents of race hate remain low with 2 incidents recorded in 2022-2023.

**2023-24 Review****2024-25 Review****2025-26 Review**



<b>Equality Objective 3</b> <b>To narrow the gap between the progress and achievement of disadvantaged students and the rest of the cohort in the GCSE exams of summer 2023 and beyond.</b>	
<b>Link to School Improvement Plan (2022-23)</b>	4.2 To ensure that students are supported to overcome any barriers to learning 1.2 To deploy the catch up funding effectively to secure improvement in outcomes, closing the gaps for identified groups of students 1.3 To reduce variation across subject areas to secure improvement in outcomes 1.4 To develop students' literacy and communication skills, building cultural capital and ensuring equality of opportunity
<b>Link to School Improvement Plan (2023-25)</b>	1.1 To further improve GCSE outcomes, raising achievement of all students and closing the disadvantage gap 1.3 To use a range of interventions effectively to secure improvement in outcomes 1.4 To support teachers to further develop their practice, ensuring that the quality of teaching and learning is consistently strong 2.3 To promote a culture of aspiration and celebration by further enhancing the Academy's approach to rewards and recognition 3.4 To know, understand and respond to the needs of our disadvantaged students, prioritising their welfare, development and progress
<b>Why we have chosen this objective</b>	We are committed to maximising the achievement, progress and wider development of disadvantaged students and narrowing the gap between these students and the rest of the cohort, ensuring that all of our students leave Ansford having achieved the best outcomes for them. We recognise that improving the outcomes for disadvantaged young people can have a significant impact on their life chances and embrace our role in bringing greater equity in outcomes for young people who may be at a disadvantage as a result of poverty.
<b>Key strategies to address this</b>	<ul style="list-style-type: none"> <li>▪ Ensure PP students are supported in their learning and that staff are supported to develop their practice, ensuring that the quality of teaching and learning is consistently strong</li> <li>▪ Whole school professional development focussing on reducing variation between subjects</li> <li>▪ Liaise with other local schools about narrowing the gap about what they do to support PP students</li> <li>▪ Deploy the catch up funding effectively to secure improvement in outcomes, closing the gaps for identified groups of students</li> <li>▪ Review PP spending report annually</li> <li>▪ Develop a funding policy for Disadvantaged Students</li> <li>▪ Develop proactive ways to ensure attendance at subject consultation meetings by parents and carers of disadvantaged students</li> <li>▪ Ensure PP attendance is analysed, developing interventions and approaches which impact positively on attendance</li> </ul>
<b>2022-23 Review</b>	Narrowing the gap was a key academy improvement area throughout 2022-23 and as such whole staff professional development focussed on reducing subject variation and securing outcomes (grade 4s) for this cohort through a range of strategies such as academy improvement meetings, coursework catchup sessions and INSET time. INSET was shaped around the pedagogy of 'know your subject, know your students' to ensure that staff were meeting the needs of their PP students in their lessons. Catch up funding was deployed in the form of online packages such as GCSEPod and Century but also through in-school targeted intervention. As a result of these approaches, GCSE outcome

**Equality Objective 3****To narrow the gap between the progress and achievement of disadvantaged students and the rest of the cohort in the GCSE exams of summer 2023 and beyond.**

data indicates the closing of the PP gap from -33 in 2022 to -7.5 in 2023, with the disadvantaged gap closing from -31.9 - -19. Although there is still progress to be made, this does show an improvement. Furthermore, 50% of PP students achieved the Basics (9-5 including En and Ma) in comparison to only 11% in 2022 and 59% achieved 9-4 in comparison to 32% in the year previously. With regards to attendance FSM student attendance (86%) was above national (85.3%) and FSM persistent absence rates were equal to national at 28%. However, this remains an area of focus and improvement. Student consultation meetings were offered both virtually and in person to try and secure as high a rate of parental attendance as possible and parental engagement has formed one of the Academy's PP statements focus areas moving forward.

**2023-24 Review****2024-25 Review****2025-26 Review**

## **Appendix 2: Academy Equalities Information and Analysis (correct at time of annual review)**

Below is a summary of our Academy population which we use to help us to provide access to educational opportunities and support our students to make progress.

Currently there are 282 boys and 265 girls on the academy roll.

The ethnic make-up of the students registered at our academy is:

- White British – 506
- Any other ethnic group - 2
- Any other mixed background – 28
- Black African - 1
- Indian - 2
- White and Asian – 4
- White and Black African - 1
- Refused - 1
- None - 2

The linguistic profile of the academy students by first language:

Afrikaans - 1  
English – 536  
French - 1  
Lithuanian - 1  
Other language - 1  
Polish - 4  
Turkish - 1  
Ukrainian - 2

157 students with a known medical condition are currently on roll.

There are currently 3 children in care

17.2% of students are eligible for free school meals.

Minority ethnic groups that are represented in the academy staff and governing body are:

80 contracted staff  
White British – 76  
Black, Other background – 1  
White any other background - 2  
Did not wish to be recorded - 1

Academy Trustees: 9  
White British: 9  
Mixed, Other background: 0

The number of Academy staff and trustees with a known disability is - 2  
The academy is as physically accessible as the age of the site will allow.