



**DUKE'S**  
ALDRIDGE ACADEMY

<b>POLICY</b>	
<b>Title</b>	<b>EQUALITY</b>
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<b>Reviewed by</b>	Principal

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## **Introduction**

It is a fundamental part of our ethos that everyone in our school should be treated with respect and dignity.

Duke's Equality Policy aims at levelling up and harmonising the three different strands of equalities law (the duties to promote disability, ethnicity and gender equality) combining all these in one set of general principles.

It also includes the further equality dimensions of age, religion or belief, sexual identity and social class.

It stresses the positive duty to promote equality (as opposed to just avoiding discrimination).

Our ethos implies a commitment to tackling any form of discrimination whether direct or indirect, individual or institutional and promoting equality of opportunity and good relations across all areas of school activities, including our dealing with parents and the community. Each person in our school community will be given fair and equal opportunities to develop their full potential, irrespective of any aspect of their background.

In recognising people as equally valuable we nevertheless understand it is important to recognise and respect difference and that treating people equally does not necessarily mean treating all the same. We will actively take account of differences in life-experience, outlook and background, and in the barriers and disadvantage which people may face. For example:

There may be a need to make reasonable adjustments to the environment to enable someone with a particular disability;

The needs and experiences of boys and girls may be different and they may need different input in order to achieve to the full.

In addition, the policy details our specific arrangements to ensure disability, ethnicity and gender equality, as required by statute.

Both the mission statement and the aims have at their heart the high achievement of all students and that the central purpose of this school is the learning and teaching that goes on here. We adopt the stance that equality of opportunity permeates everything we do, that the achievement of every single person is of equal importance and that language or behaviour, whether individual or institutional, that offends on equal opportunities grounds is simply not acceptable.

In the early days of equal opportunities policy development, much of the work involved raising awareness, particularly of racism and sexism. Over time, the understanding of what equal opportunities means has broadened considerably. It has been recognised that many groups face discrimination in a variety of ways, and legislation backed up by a body of case law, has been drafted to address this. This Equalities Policy has been written in line with the latest legislation to date (The Equality Act 2010) and it outlines the commitment of all the staff and Governors of Duke's Aldridge Academy to ensure that our community is a harmonious and welcoming environment for everyone who works and studies here. At Duke's Aldridge Academy we believe that equality of opportunity should be available to all members of the school community. Duke's Aldridge Academy will strive to encourage an understanding of the different barriers which could lead to unequal outcomes for different groups of pupils in school, developing strategies to help overcome these barriers, whilst celebrating and valuing the achievements and strengths of all members of the school community, namely students, teaching, peripatetic and support staff, parents, carers, governors and visitors to the school.

Duke's Aldridge Academy believes very strongly that the idea of equality at our school should permeate all aspects of school life and its promotion is the responsibility of every member of the school and wider community. Equality is a key principle for treating all people the same irrespective of the seven legally defined equality strands which are: gender or gender identity, ethnicity, disability, religious beliefs, sexuality and age, and we also include any other recognised area of discrimination.

As a UNICEF Rights Respecting school, everything that we do is linked closely to the United Nations Convention on the Rights of the Child, and driven by Article 2 (non-discrimination) which states that: "The convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background."

The other articles that are of particular note in relation to the Duke's Aldridge Academy equalities agenda are:

Article 13: Freedom of expression; Article 14: Freedom of thought, belief and religion; Article 22: Refugee children; Article 23: Children with a disability; Article 29: Goals of education and Article 30: Children from minority or indigenous groups.

## **Statement of Equality of Opportunity**

Duke's Aldridge Academy School values the rich diversity of its whole community. The cultures, attitudes and experiences of its members enhance the learning and lives of everyone and we hope to maintain this diversity as a positive feature of the make-up of the school. We aim to challenge inequality and resolve conflict should it arise. Our principal aims are:

1. To offer every student the opportunity to follow a broad and balanced curriculum and achieve their full potential
2. To enable all students to become active and independent members of society on completely equal terms
3. To offer every member of staff equality of opportunity with regard to recruitment, promotion, training and career opportunity.

Duke's Aldridge Academy promotes the self-confidence of each individual and expects a high standard of work, co-operation and commitment from everyone. The school is committed to a policy of non-discrimination on the grounds of gender or gender identity, class, racial, ethnic or national origin, sexuality, ability, age, beliefs or religion, home background, marital or civil partnership status, mental and physical ability or health status or physical appearance.

Duke's Aldridge Academy School promotes respect for all, and an active appreciation of the value and benefit of diversity in all its forms. Within our ethos of achievement and aspiration, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability, racial discrimination, sexual harassment, homophobia, biphobia or gender identity discrimination (transphobia), and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, religion, disability, sexuality, gender/gender identity or background.

We aim to reflect the diversity of our local community and society where possible and ensure that the education we offer fosters positive attitudes towards all people. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling inequality, promoting equality and fostering good relationships between people. We also recognize and support international human rights standards as expressed in the UN Convention on the Rights of the Child and work as a school to express these rights in their totality as part of our commitment to the UNICEF Rights Respecting Schools Award.

## **Current Profile of the School's Diversity**

### School Profile

Duke's Aldridge Academy School has held Academy status since September 2017 and we accept students through the Pan London application scheme. This allocates students to their local school of choice within the Local Authority.

### Gender

Duke's Aldridge Academy is a coeducation school. There are 1,024 students on roll which means Duke's Aldridge Academy is in an averaged size school in England.

### SEND

There are diverse SEND needs at Duke's Aldridge Academy with an above average number of statemented students/those with an Educational Health Care Plan or students being given support different from or additional to quality first teaching. The academic year 2018-2019 puts this figure at 10%.

### Ethnicity/Culture/Language

See SEF.

### Social Deprivation

The level of deprivation is 0.25 compared to 0.2 nationally. 28.2% of Duke's Aldridge Academy students are known to have free school meals, but we believe this to be masked by some under claiming. The number known to have free school meals is above the National Average which is 12.4%.

### Safeguarding

There is a Designated Member of Staff for Safeguarding and two Deputy Designated Members of Staff for Safeguarding. The designated members of staff are senior members of staff who have a school overview of issues which fall under the Safeguarding remit. There is also a Designated Governor for Safeguarding including E-Safety. The school's commitment to supporting vulnerable young people is clearly laid out in the Safeguarding and E-Safety policies.

## Staff

The gender balance and ethnicity of staff is regularly monitored and reported to Governors. At June 2019 the percentages and numbers were as below:

Teaching staff							
			White		Black		Asian
31.4%	Male		54.5%		36.4%		9.1%
68.6%	Female		43.8%		39.6%		16.7%
Support staff							
32.9%	Male		38.5%		53.8%		7.7%
67.1%	Female		39.6%		43.4%		17.0%

## Governors

	White	Black	Asian
Male 57%	3	1	0
Female 43%	1	1	1

## **Disability / School Accessibility**

All schools have duties under the Disability Equality Duty introduced into the Disability Discrimination Act 2005 to promote disability equality and at Duke's Aldridge Academy School we take every opportunity to do this both within the curriculum and in extra-curricular activities. This includes an access plan which outlines both current and planned access to the school site, facilities, curriculum and activities. After investment through the BSF scheme, the school provides an accessible and DDA Compliant site. Staff and students with access needs are assessed individually and modifications are made where necessary.

Current students with disabilities are listed and reviewed annually on the SEN database. This is circulated to all staff at the beginning of the year and additions through the year are similarly given to all staff.

Staff complete an application form on employment, and are given an opportunity to declare any disability at the time of application on the equal opportunities monitoring form which is removed from the application before any shortlisting takes place. Staff are given the opportunity to update their status and register any disability annually.



## **Gender**

Duke's Aldridge Academy has an unequivocal commitment to providing for the education of all students to take an equal position within society when they leave, whether that be in Further or Higher Education or in the world of work. Their experience at Duke's Aldridge Academy will provide a firm foundation which aims to enable them to fulfil their potential, regardless of gender, gender identity, sexuality or stereotyping. We provide a curriculum that encourages achievement in all fields and recognize and reinforce wherever possible the achievement of women as role models and inspiration. In employment we will adhere to all relevant legislation regarding gender equality in the work place and follow Local Authority guidelines.

## **Student Pregnancy / Fatherhood**

Pregnant students will have as full access to the curriculum as is medically recommended to them, and will be supported both in and outside of school to continue with their studies and take examinations. Time needed off school to attend appointments and medical check-ups will be authorised when school is informed in writing by the student's family or clinic medical card. Male students who are prospective fathers will similarly be allowed to attend any medical or other appointments to support the mother of their child and attend the birth if they wish.

Staff maternity and paternity leave are authorised in line with Local Authority guidelines.

## **Monitoring and Review**

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement and Development Plan and due regard is given to promotion of all aspects of equality within the AIP. The SLT lead on Equalities work, including for example, arranging training to keep staff updated on issues of equalities, works closely with the governors in evaluating the impact and success of the policy.

The impact of our policies on the needs, entitlements and outcomes for students, staff and parents is monitored as part of the Self Evaluation processes within the school community. Examination results and pupil progress are rigorously monitored through the annual Examination Review reports and meetings between subject departments and the Principal and APs, including a focus on the performance of different groups of students by ability,

ethnicity and Pupil Premium eligibility. We pay specific attention to the impact that our policies have on the attainment of students from different groups in all subjects. We make regular assessments of students' learning and use this information to track progress as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Teaching staff record ethnicity and SEND need of their students in their daily planners and RAG the students' assessment data at regular intervals. Students whose progress is adversely affected by behaviour are designated on a Pastoral Support Programme. All teachers review and report on these students every six weeks.

The governing body receives regular updates on pupil performance information which is compared to national and Local Authority data, to ensure that students are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions
- Incidents of racism, disability, sexist and homophobic incidents;
- Participation in extra curriculum activities
- Attendance and Absenteeism

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups in order to make the necessary improvements.

## **Trans inclusion for students**

Whilst the school's admissions policy is to restrict admission to girls from years 7-11, we acknowledge that some students may not identify as female at some point during their time at Duke's Aldridge Academy.

Whilst most of our year 7-11 students will identify as cisgender, that is to say that their gender identity corresponds with the gender assigned to them at birth, some may come to express a gender identity that is partly inconsistent with their assigned gender; or they may regard themselves as gender neutral, or embrace aspects of both male and female identities (gender fluid).

During any transition, whether "social" (e.g. changing their name, the way they look or dress or their preferred pronoun) and/or "medical" (e.g. accessing gender identity services), students are safeguarded by the protected characteristic of gender identity under the Equality Act of 2010: "Gender reassignment refers to anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.

The Equality Act 2010 and Schools' guidance "permits a single sex school to admit a small number of pupils from the opposite sex on an exceptional basis" and asserts that, for example, "A girls' school which permits a pupil who is undergoing gender reassignment to remain after they adopt a male gender role would not lose its single-sex status."

It would be our intention to support any student, if it was their wish, and that of their parents to remain at Duke's Aldridge Academy during and after transition.

As part of our commitment to inclusion and equality, Duke's Aldridge Academy has access to a learning mentor from a local LGBTQ youth group; a strong pastoral and safeguarding network with robust procedures for tackling discrimination or bullying of any kind; trans visibility in the form of assemblies and displays; and strong links to the Stonewall LGBT charity as a Stonewall School Champion.

In the event of a student expressing a desire to express their gender identity other than as a cisgendered female, Duke's Aldridge Academy would offer an additional range of supportive measures to be put in place in consultation with the student concerned and their parent(s)/carer(s). These measures might include but are not limited to:

Creating an individual plan following consultation with the student and their parent(s)/carer(s)  
Protecting personal information on SIMS, for example, for students who have transitioned before coming to Duke's Aldridge Academy  
Using the student's preferred name and communicating this to members of the Duke's Aldridge Academy community as the student and school feels is appropriate  
Using the pronouns by which the student is known to he/him/his or they/them/their  
Allowing transgender students to use toilet facilities other than the student female allocated toilets  
Allowing transgender students private changing facilities, should they wish  
Signposting students and their families to other organisations such as Mermaids UK, Gires, GIDS (The NHS Gender Identity Development Service), Gendered Intelligence and Stonewall.

### **Trans inclusion for staff**

Any member of staff who identifies as trans on application, appointment or during their employment at Duke's Aldridge Academy will be afforded the same rights as all other employees under the Equality Act 2010 and would be supported in expressing their gender identity according to our inclusive ethos.

Duke's Aldridge Academy staff already have access to gender neutral toilets and changing facilities as well as a supportive cluster system, access to a counsellor free of charge and a non-gendered attitude to dress. Measures to support transitioning staff might include any or all of the measures above, educating students, working with colleagues and support in reacting to any media interest, should there be any.

### **Equal Opportunities and the Curriculum**

It has always been a fundamental principle of curriculum planning at Duke's Aldridge Academy that the students are offered a broad and balanced curriculum. This is and always has been a fundamental entitlement of every student and the English Baccalaureate serves to strengthen that position.

Students study all National Curriculum core and foundation subjects at Key Stage 3, and additionally Drama and Music. There is a degree of choice at Key Stage 4, where students are allowed to select particular subjects from a structured choice of preferences. A broad experience of the range of subjects is considered crucial to the development of thoughtful, informed and confident women and the school has long defended the important role that Arts subjects play in that. Our Arts Specialist status confirms this to be the case. Religious Education and PSHE reflects the multi-cultural and multi-faith community of the school and is crucial in fostering the school's aims of encouraging enquiring minds and promoting an understanding of

community. In all subjects, content aims to reflect the cultural balance of the school. There are both academic and vocational pathways in the Key stage 4 curriculum.

The teaching staff are well-supported by the Media Resources Office (MRO), the Library, and other technicians in a wide range of subject areas. It is the policy of MRO assist in the production of inclusive materials for display and use in the school. Equal opportunities issues are a primary consideration in the selection, promotion and availability of library resources. In some texts, prejudice such as racism, sexism, homophobia or transphobia may be portrayed within the context of the times. These books will be retained where of historical or literary interest and quality, and the issues they raise will be explored fully in lessons should the book be used as a class text.

Resources used or produced should where possible:

Reflect the reality and show positive images of a diverse society; Reflect a variety of viewpoints, faiths and beliefs;

Not include explicitly or implicitly racist, sexist, ableist homophobic, transphobic or ageist materials;

Reflect non-stereotypical images of all groups in a global context;

Include materials to raise awareness of equal opportunity issues;

Be equally accessible to all members of school community.

### **Special Educational Needs**

Students are entitled to have equal access to a broad, balanced and relevant curriculum. This should be provided in an environment which values a wide range of achievement and enables students to gain greater autonomy. There is a commitment to recognising and addressing the learning of students with special educational needs, whether of a permanent or temporary nature. We strive to provide for these needs in different, appropriate ways. Students with special educational needs are fully integrated into the educational and social life of the school and are the shared responsibility of all staff. Support is offered in a variety of ways: through targeted projects, teachers supporting students with statements/educational health care plans, in-class support, the planning and preparation of materials and resources, literacy and numeracy groups and homework clubs. As a multi-cultural school, we recognise and celebrate the contribution that bilingual students bring to the school. We actively support their linguistic development in English, thereby ensuring full access to the curriculum we offer. Bilingual students are entered for exams in their first language and are encouraged to put themselves forward for these qualifications. It is the school's policy to arrange for communications to be translated into the home language if requested. This is in line with Article 30 of the United Nations Convention on the Rights of the Child which states that "every child has the right to learn and use the language...of their family".

## **English as an Additional Language (EAL)**

All students have the right of access to the broad curriculum, regardless of their level of performance in the English language. Language support will be provided according to individual student needs to develop their level of fluency.

### **Provision for EAL Pupils**

We undertake make appropriate provision for all EAL students/groups to ensure access to the whole curriculum. These groups include for example Traveller and Gypsy Roma children, refugee families and students who are new to the United Kingdom.

### **Setting**

All students have the right not only to be placed in sets which reflect their learning ability but also to move between sets in accordance with their development at regular intervals. Setting, in line with the Equality Act of 2010 is based only on the ability of the student and their level of achievement or progress in the subject. Setting takes place within the available timetable constraints. Classes are limited to a maximum of 27 students to ensure that appropriate class size is maintained. Within sets, students' progress is individually monitored and sets are reviewed regularly. The guidance for schools for the Equality Act indicates that using quotas for example for race or gender is a discriminatory act. Not all subjects use setting and some are taught in Mixed Ability groups such as PSHE classes which reflect the ethnic and religious makeup of the school.

## **Religious Education**

Religious Education at Duke's Aldridge Academy provides for the study of World Faiths and perspectives, including Christianity, in line with the Local Agreed Syllabus. We celebrate our multi-cultural, multi-faith community and value the backgrounds and beliefs of all staff and students. Students are taught in mixed faith tutor sets in KS3 and mixed faith class groups in KS4. We encourage an active appreciation of diversity within our community and the world outside. We uphold the fundamental right of individuals in the school to follow their own religion and to explore their personal spiritual and moral beliefs (UN CRC Article 14). We aim to empower students with a knowledge of religions and beliefs, including humanism so that they are able to contribute fully in a multi-faith society. Above all, Religious Education at Duke's Aldridge Academy emphasises the importance of respect for the positive beliefs and values of everyone reflecting British Values. In particular, the KS4 unit on community cohesion which celebrates diversity and covers sexism, racism, religious discrimination and how religious groups can tackle this. This learning actively challenges prejudice and discrimination of all kinds and reflects and develops the school's ethos.

## **Careers Education and Work Related Learning**

All students at Duke's Aldridge Academy have the right to play a key role in the world of work. Careers provision empowers them to make informed choices about a comprehensive range of career paths, based on an honest appraisal of their qualifications and competencies. Careers Education is provided substantially through the tutorial programme, in all years, and is geared to student needs at the appropriate age. In Years 7 - 8 the focus is on induction, decision making activities and developing responsibility; in Year 9,

on subject preferences and preparation for the Upper School.

In Year 11, there is an extensive programme of individual and group Careers interviews. The Careers Education programme is designed to give students an awareness of the future training and educational opportunities open to them. Those students entering Further Education should move on to appropriate courses relevant to both the job market and their own aspirations.

### **Progression to Further Education and Student Destinations**

We aim to maximise entry into Further Education and encourage, guide and support every student who wishes to go on to university, college or careers with training. It is the school's policy to ensure that students are given equality of opportunity to access relevant courses in school. Destinations of Year 11 leavers are monitored to ensure that all ethnic groups are taking up opportunities where possible. A Destinations Monitoring Report is produced annually to monitor student access. Outreach work is done through the year to support students who have left school who college placements breakdown.

### **The Contribution of the Year Team**

It is the responsibility of each AC to encourage a year ethos within the context of belonging to Duke's Aldridge Academy School. In this, the AC is supported by the AAC, the team of tutors and the Senior Team Link.

The Pastoral Curriculum is structured within a mixed ability framework, with appropriate differentiation for all students, including Gifted and Talented and Most Able students and those with Special Educational Needs. Homework clubs support those who find the school environment and availability of staff help to be more conducive to the completion of homework.

Rewards and recognition of achievements are central in fostering and encouraging student motivation and achievement. The criteria for awards, commendations, praise postcards, letters and house points ensure that they are within the reach of all ability levels. Rewards are given on a subject basis, for the achievement of merit marks, for good attendance and punctuality, for contribution to charity work, for helping members of the Duke's Aldridge Academy and wider community and any other positive contributions or achievements. Positive achievement points are logged on the SIMS system and students are praised for high numbers of achievement points during the year.



Ethnic and deprivation indicator monitoring is an important part of the AC's role, to ensure that all students develop to their individual potential. This applies equally to academic monitoring and to ensuring proper representation on public occasions. Within the school, for example in assembly presentations or on reception duty, for external photographs or other media-related opportunities, care is taken to ensure that a representative ethnic and ability mix of girls is chosen to reflect our diverse community.

Gender stereotypes are constantly challenged in displays and presentations. Enjoyment of, and success in, a wide variety of extra-curricular and sporting activities are encouraged, regardless of gender stereotyping.

Pastoral staff will take account of disability needs, gender/gender identity, sexuality, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils in their Tutor group and encourage them to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender/gender identity, sexuality or race.

## **Assemblies**

The Education Reform Act (1988), refined by a 1994 Departmental of Education circular 94/1 and the School Standards and Framework Act in 1998, requires the school to hold assemblies "of a broadly Christian character." Whilst complying with this, the school equally respects, values and gives attention to the many other faiths and cultures represented within the school community. The aim is to offer a worthwhile experience of spiritual, moral and educational value to each and every student at all our assemblies. Assemblies take place in year groups once each week and as a whole school every Wednesday. Assemblies are led by a variety of staff and students, and support the ethos and values of the school. Care is taken to use a wide variety of faith examples within the assembly context, so they reflect the wide variety of spirituality within the school community. The annual schedule of assemblies detailing their themes, links to the United Nations Convention on the Rights of the Child, and contributors is centrally held on the computer network shared drive. Any staff member can ask to lead an assembly on their chosen theme as long as this is in line with the school's ethos. Opportunities are taken to explore the usually hidden contributions of women and minority groups. National events such as Black History month, LGBT History Month and World Book Day are celebrated and the activities organised around school such as in lessons or in the library for this are highlighted.

## **Ethos and Atmosphere**

At Duke's Aldridge Academy, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. We aim to promote an openness of atmosphere which welcomes everyone to the school and students are encouraged to greet visitors to the school with friendliness and respect. Key Stage 3 & 4 students are given a chance to represent the ethos of the school formally by touring the school with visitors. The displays around the school aim to reflect diversity across all aspects of equality of opportunity and British Values and are frequently monitored.

## **The Public Face of the School**

All staff have a responsibility to represent Duke's Aldridge Academy School, its values and ethos. This applies whether we are teaching children, welcoming parents, families and visitors to the school, dealing with difficult or unwelcome visitors, or going about the daily business of working at Duke's Aldridge Academy School. The MO and RO have a role to play in terms of the positive promotion of the school, through appropriate publicity and marketing. On a day-to-day basis, staff in the Students Support Services, and Site Services will often be the first point of contact, all with slightly different but inter-connecting emphases to their role.

The Student Services, in its management and control of administrative data, needs to ensure that names are properly spelt, details are correctly and promptly entered onto computer, students requiring medical assistance are dealt with appropriately, safely and referred to the school nurse or to hospital where appropriate. In this regard, the customs of different cultural groups will always need to be respected. This latter point also applies in terms of welcoming visitors to the school at Reception.

Lunchtime duty staff are responsible for the smooth and secure running of the lunch hour. They guard the welfare and security of the students, advise of any threat to the students' security, identify and report poor behaviour and any bullying they witness. Lunch time duty staff may also report and reward good behaviour or helpfulness. It is their entitlement also to receive regular training to enable them to carry out their role effectively. This may sometimes take place with all staff, as with the training on the Anti-Bullying Policy, and sometimes is specifically geared to their needs, as with training in dealing with confrontational situations.

Site Services are responsible for the look, safety and smooth running of the whole school environment. This is essential if the students are to work in a safe environment, conducive to effective learning. Site Services hold a major responsibility for the security of the site and thus the safety of all those who work within the school. The aim of providing an environment “in which students and staff can feel secure” rests with all staff in various ways, but the role of Site Services is at the forefront of the physical protection of the school community.

## **Parents/Carers**

The role that parents/carers play in the education of their children is essential to student progress and achievement. All parents and students are asked to sign the Duke’s Aldridge Academy Home Agreement, along with a representative of the school, to emphasise the importance the school attaches to the notion of a partnership between the school and the family. A copy of the Equal Opportunities summary is explained with each family at the pre-admission interview.

Throughout the curriculum and the wider experience of the school, we aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, all teaching and learning will aim to:

- Ensure equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect a range of backgrounds without stereotyping
- Promote attitudes and values that challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and faith and celebrate the diversity of others
- Develop students’ advocacy skills so that they can detect bias, challenge discrimination, leading them to develop a sense of justice and equality
- Ensure that the PSHCRE and Religious Education curricula cover issues of equalities, diversity, religion, human rights and inclusion
- Ensure all subject departments promote and celebrate the contribution of different ethnic groups to the subject matter
- Seek to involve families in supporting the student’s education
- Provide educational visits and extra-curricular activities to broaden the students’ experience of a diverse range of experiences
- Take account of the performance of all pupils when planning for future learning and set challenging targets
- Make best use of all available resources to support the learning of all students
- Identify resources that support staff development

## **Learning Environment**

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability or social background. All students are encouraged to improve on their own achievements and measure themselves against their own potential rather than against others. Families are also encouraged to view their own children's achievements in this light. To secure the desired outcomes, we recognise that it is important for staff to provide a high level of motivation and to act as positive role models in their approach to all issues relating to equality of opportunity. Faculties should also encourage and develop a range of teaching methods to ensure that effective learning takes place at all stages for all students.

## **Language**

It is important that all members of the school community use appropriate language which does not transmit or confirm stereotypes or offend. Language used should create and enhance positive images of all members of the community, creating the conditions for all people to develop their self esteem. Duke's Aldridge Academy will strive to encourage the use of correct terminology in referring to particular groups or individuals and challenge discriminatory language should it be used by any member of the school community. Not all offensive language may be deliberate but in any event of discriminatory remarks, remedial education work is done to ensure that the actions do not occur again. Throughout, emphasis is placed on the value that diversity brings to the school community.

## **Extra-Curricular Provision**

It is the policy of Duke's Aldridge Academy School to provide equal access to all activities. Trips, visits and activities will be open to all students and where places are limited, their allocation will not be based on inappropriate discriminatory criteria. Free School Meal provision is maintained on all day excursions through the provision of a packed lunch.

## **Staffing and Staff Development**

We recognise the need for positive adult role models of all genders for students. We will endeavour to give students access to a balance of male and female staff at all key stages and encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity.

All posts are advertised formally and all those involved in recruitment and selection are trained and aware of what they should do avoid discrimination and ensure equality good practice through the recruitment and selection process, including Safer Recruitment. Equalities policies and practices are covered in all

staff inductions and employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **Harassment and Bullying**

Duke's Aldridge Academy will proactively challenge all types of discriminatory behaviour for example unwanted physical or verbal attention, unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender or gender identity. Whilst students are given equal opportunities to access new technologies, we also recognise that this can be abused and used as a form of harassment or bullying. Learning about E-safety is part of the Pastoral Curriculum and the Designated member

of Staff for E-Safety will liaise with the police to deal with cyber bullying or harassment.

### **Responsibility for the Policy**

In Duke's Aldridge Academy School, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities include:

The Governing Body is responsible for ensuring that:

The school complies with all equalities legislation relevant to the school community

The school's Equality policy is maintained and updated regularly

That procedures and strategies related to the policy are implemented

There is a named Equality Governor who will have an overview, on behalf of the governing body, of all incidents which are a breach of this policy and ensure that appropriate action is taken in relation to them.

The Principal and SLT are responsible for:

Providing leadership and vision in respect of equality

Overseeing the implementation of the Equality Policy

Co-ordinating the activities related to equality and evaluating impact Ensuring that all who enter the school are aware of, and comply with,

the Equality Policy

Ensuring that staff are aware of their responsibilities and are given relevant training and support

Taking appropriate action in response to any form of discrimination.

All staff are responsible for:

Dealing with incidents of discrimination and challenging bias and stereotyping in the classroom or in the school environment

Not discriminating on the grounds of any equality issues

Ensuring that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices

Being a positive role model within the community and demonstrating equality in their professional practice

## **The Measurement of Impact of the Policy**

This policy will be evaluated and monitored for its impact on the different groups that make up our school. The first part of this impact monitoring will be through an assessment of responses to the seven underlying principles listed below. These will be regularly reviewed to ensure they are still maintained and relevant to impact assessment.

The second part of impact monitoring will be to apply for the Equalities Award which is a nationally recognized 'kite mark' of good Equalities practice. This involves a detailed external assessment in 44 different categories of Equalities monitoring.

### **Principles and criteria for equality impact assessments**

These 7 principles underpin the ethos of Duke's Aldridge Academy School and provide markers against which we will assess the impact of our policy

#### **Principle 1: All learners are of equal value**

All learners and potential learners are of equal value and should benefit from DCSF policies, practices and programmes irrespective of age, disability, gender, gender identity, race, religion/beliefs and sexuality.

#### **Principle 2: Relevant differences should be recognised**

All Duke's Aldridge Academy, policies, practices and programmes will not discriminate, but may be differentiated to take account of differences of:

life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face, with specific relation to for example, disability, so that reasonable adjustments are made;

ethnicity, so that different cultural backgrounds and experiences are recognised

and gender, so that the different needs and experiences of boys and girls, women and men and gender non-binary people are recognised.

#### **Principle 3: Workforce development**

All Duke's Aldridge Academy policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development irrespective of age, disability, gender, gender identity, race, religion/beliefs and sexuality.

**Principle 4: Positive attitudes and relationships should be fostered** All policies and programmes should promote positive attitudes towards disabled people, and good relations between disabled and non-disabled people, positive interaction and good relations between groups and communities different from each other in terms of ethnicity, culture, sexuality, gender, gender identity, religious affiliation and faith, and national origin or national status and mutual respect and good relations between boys, girls, women and men and non-binary people.

**Principle 5: Society as a whole should benefit**

All policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater awareness of the participation in public life of for example disabled or LGBTQ people, people of a wide range of ethnic, cultural and religious backgrounds and women, non-binary people as well as men.

**Principle 6: Current inequalities and barriers should be addressed and reduced**

In addition to avoiding or minimising possible negative impacts; policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between for example disabled and non-disabled people, people of different ethnic, cultural and religious backgrounds, people with different sexualities, genders or gender identities.

**Principle 7: Policy development should involve widespread consultation and involvement**

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers, for example, disabled people, people of minority ethnic, cultural and religious backgrounds, people with different sexualities, and those of different gender identities.

It is in the light of these seven principles that the policy evaluation will be conducted.

**Below is a list of legislation that will be used when implementing Equality provision within Duke's Aldridge Academy**

The Equality Act (2010)

The Disability Discrimination Act (2005) The Race Relations Act (1976)

The Race Relations Amendment Act (2000) The Human Rights Act (2000)

The Children's Act (2004) The European Directives

The Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003

The respective Codes of Practice associated with the legislation