



The  
**Ongar**  
 Academy

## EQUALITY & DIVERSITY

December 2017

# OBJECTIVES STATEMENT

Relating to 2017/18

Date of Draft Policy:	December 2017	
Consultation with Staff Required	✓ No	
Period of Consultation (if required)	From: N/A	To: N/A
Governing Body Committee Reviewing Document:	SLT	
Date of FGB Meeting at which Policy Approved (if required)	N/A	
Date of Adoption of Policy	TBC	
Date Policy available on Central Area/www (if appropriate)	TBC	

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- 1.1. The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:
  - 1.1.1. Eliminate discrimination;
  - 1.1.2. Advance equality of opportunity;
  - 1.1.3. Foster good relations.
- 1.2. The Governing Body fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the Act covers the groups below:
  - 1.2.1. Age;
  - 1.2.2. Disability;
  - 1.2.3. Race, colour, nationality, ethnic or national origin;
  - 1.2.4. Sex (including transgender);
  - 1.2.5. Gender reassignment;
  - 1.2.6. Maternity and pregnancy;
  - 1.2.7. Religion and belief;
  - 1.2.8. Sexual orientation;
  - 1.2.9. Marriage and civil partnership (for employees).
- 1.3. In order to meet the general duties, listed above, the law requires specific duties to demonstrate how these are met, as follows:
  - 1.3.1. Publish equality information – to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any student.
  - 1.3.2. Prepare and publish equality objectives – to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.
  - 1.3.3. The data will be assessed across our core provisions as a School. This will include the following functions:
    - 1.3.3.1. Admissions;
    - 1.3.3.2. Attendance;
    - 1.3.3.3. Attainment;
    - 1.3.3.4. Exclusions;
    - 1.3.3.5. Prejudice related incidents.
- 1.4. The Governing Body objectives will detail how equality is applied to the services listed above however; where there is evidence that other functions have a significant impact on any particular group these areas will also be included.

- 1.5. These duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

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# INTRODUCTION

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- 2.1. The School's Equality & Diversity Policy draws together all previous equality legislation and details how the School is fulfilling the requirements of the Act.

## OUR VISION

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The vision of our school is epitomised by our mission statement "Inspiring Excellence".

The school will encourage its students to ASPIRE:

- **Achieve**  
All students will be academically successful
- **Support**  
Students will be encouraged to support and help others to learn
- **Participate**  
Students will build resilience and learn that participation is important regardless of outcome
- **Innovate**  
Students will be encouraged to think 'outside of the box'
- **Respect**  
Students will learn the value of respecting property and others
- **Enjoy learning together**  
All students should enjoy school life and what it entails

## RESPONSIBILITY

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- 3.1. The Governing Body believe that promoting equality is the whole School's responsibility.
- 3.2. The **School** endeavours to eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it by:
- For students - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
  - For staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti-harassment policy;
  - Citizenship, PRE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
  - Employing specialist staff to support students with special needs or disabilities, and implementing the School's disability access plan;
  - Monitoring of welfare, with intervention and support where required;
  - Taking steps to meet the particular needs of students or staff where applicable.
- 3.3. The **Governing Body, Headteacher and Senior Leadership Team** are responsible for involving and engaging the whole School community in identifying and

understanding equality barriers and in the setting of objectives to address these barriers.

- 3.4. The **Headteacher and Senior Leadership Team** are responsible for promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the School in carrying out its day to day duties. Ensuring that the appropriate skills to deliver equality are provided to all staff and they are aware of their responsibility to record and report prejudice related incidents.
- 3.5. **Teaching Staff** are responsible for designing and delivering an inclusive curriculum.
- 3.6. **All Staff** are responsible for delivering the right outcomes for students and uphold the commitment made to students and parents/carers on how they can be expected to be treated. Ensure that support is provided for all colleagues within the School community and must record and report any prejudice related incidents.
- 3.7. **Students** are responsible for supporting the School to achieve the commitment made to tackling inequality.
- 3.8. **Parents and Local Community** are responsible for taking an active role in supporting and challenging the School to achieve the commitment made in tackling inequality and achieving equality of opportunity for all, by identifying barriers and suggesting appropriate action to the Governing Body.

## **ADDRESSING PREJUDICE RELATED INCIDENTS**

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- 4.1. The School is opposed to all forms of prejudice and recognises that if a student experiences prejudice related discrimination this could have a detrimental impact on their education.
- 4.2. Students and staff are made aware of the impact of prejudice in order to prevent any incidents however; if incidents still occur the School address them immediately maintaining records and where appropriate engage support from external organisations, including the Local Authority.

## **EQUALITY & DIVERSITY ANNUAL OBJECTIVES 2017/8**

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- 5.1. To achieve compliancy with the Act, objectives are set annually by the Governing Body and Senior Leadership Team. Detailed below are the current set of Equality and Diversity objectives for The Ongar Academy, compiled in conjunction with the Equality and Diversity Policy.

<b>OBJECTIVE GROUP</b>	<b>OBJECTIVE</b>
Student Achievement	<ul style="list-style-type: none"><li>• All students are assessed, monitored and tracked through SIMs Assessment Manager.</li><li>• Progress in all key areas is monitored regularly and appropriate intervention is applied where necessary.</li></ul>

	<ul style="list-style-type: none"> <li>• Students are able to participate in a full range of extra-curricular opportunities.</li> </ul>
Behaviour and Safety	<ul style="list-style-type: none"> <li>• Students respect one another, feeling safe and valued.</li> <li>• Students, staff and parents know that misconduct and gross misconduct will be challenged.</li> <li>• To clarify with students the different types of bullying (e.g. Homophobic and Racism) and to keep the number of such incidents low within school.</li> <li>• All students demonstrate an acceptance of all cultures and religious beliefs, and show an understanding of British Values.</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• All students experience lessons that are consistently of the required standard or better..</li> </ul>
Leadership and Management	<ul style="list-style-type: none"> <li>• The staff and Governing Body reflect the diversity of The Ongar Academy community.</li> <li>• All staff are mindful of the academic, emotional and social needs of all children, especially potentially vulnerable children and none of them are disadvantaged.</li> <li>• The Pastoral Lead within the SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>

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- 5.2.1.1 The School will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan aimed at:
- 5.2.1. Increasing the extent to which disabled students can participate in the curriculum;
  - 5.2.2. Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;
  - 5.2.3. Improving the availability of accessible information to disabled students.

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