SMITH'S WOOD ACADEMY

Equality Information and Objectives

Smith's Wood Academy

Part of Fairfax Multi-Academy Trust

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FAIRFAX MULTI-ACADEMY TRUST

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1. Statement

Smith's Wood Academy is a public body and is subject to the Equality Duty. We are committed to:

1. Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
2. Advancing equality of opportunity between people who share protected characteristics and those who do not through the design of our core values, ethos, development of school policies, delivery of services and informed decision making;
3. Fostering good relations between people who share a protected characteristic and those who do not;
4. Consulting and involving those affected by inequality in the decisions our school takes to promote equality and eliminate discrimination.

Smith's Wood Academy supports the development of self-respect and self-esteem in all students, staff and the community it serves. It is a safe and inclusive environment where each child and adult is valued, and able to learn and achieve. We place a high value on diversity and treat every member of the school as an individual. Smith's Wood Academy recognises that by valuing and promoting equality and diversity for all students, employees, job applicants, associates and parents/carers, and avoiding unlawful discrimination in employment and delivery of service, we will be able to deliver a high standard of education. In this respect, we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Smith's Wood Academy is opposed to all forms of prejudice and discrimination and complies with the public sector Equality Duty in the Equality Act 2010. The academy recognises all the protected characteristics outlined by the Equalities Act 2010. Smith's Wood Academy believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Smith's Wood Academy recognises that 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.

All staff are aware of the need for the curriculum to reflect cultural diversity and of their responsibility to prepare students for life in a pluralist society. All School policies reflect a commitment to equal opportunities.

Equality exists where:

- there is opportunity for each individual to develop his or her abilities fully;
- individual needs are focused on and individual differences valued;

- positive role models are provided that encourage each individual's full development;
- there is a calm and friendly atmosphere which encourages and promotes high personal standards;
- there is a healthy, safe and secure environment;
- individuals are not held back by discrimination, ridicule, put-downs, sarcasm, bullying, harassment or offensive behaviour, whether intentional or unintentional;
- all may make a contribution to the welfare of the school community;
- concerns about injustices are: facilitated, not stifled; investigated and remedied, not obstructed;
- This policy will be monitored through incident records, supported by detailing incidents and action taken.

These principles apply to all members of the school, visitors, and to any other person who may come into contact with the school, regardless of whether or not they share a protected characteristic. All people treat one another with respect. Overall responsibility for monitoring the equality policy within the school rests with the leadership team.

2. Forms of Discrimination

Discrimination can come in one of the following forms:

2.1.1. Direct discrimination, which is treating someone with a protected characteristic less favourably than others.

2.1.2. Indirect discrimination, which is putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.

2.1.3. Harassment, which is unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.

2.1.4. Victimisation, which is treating someone unfairly because they have complained about discrimination or harassment.

3. Equality Objectives

As part of the schools commitment to ensuring equality we have developed measurable equality objectives.

Objective 1: all groups of students will make progress in line with their starting points which demonstrates the school's commitment to equality and inclusivity.

Objective 2: all groups of students, including those with a protected characteristic, are not disadvantaged by low attendance.

Objective 3: all groups of students, including those with a protected characteristic, are not disadvantaged by being over represented in terms of exclusion rates.

Objective 4: to ensure that all aspects of the school curriculum and physical environment are equally accessible to all students including educational visits and trips and educational activities.

Objective 5: to ensure the Academy responds promptly and appropriately to all incidents of racist behaviour, victimisation and harassment of any protected characteristic.

Objective 6: to ensure that diversity is promoted both through teaching and learning and through wider curriculum opportunities (eg. Enrichment days)

Objective 7: to ensure that the admissions process is fair and equitable.

Examples of how these objectives are met are given below.

4. Outcomes for Students

4.1 Student achievement is monitored and analysed by gender, ethnicity and background.

4.2 Any pattern of gaps in achievement of particular groups is addressed through appropriate support and intervention.

4.3 The school will ensure that assessment is free of gender, cultural and social bias. Assessment is used appropriately and fairly to monitor and support the progress of all students.

4.4 All students are encouraged to take responsibility for their own learning through regular reflection on their progress.

4.5 Progress reports to parents and carers are accessible and appropriate, in order to ensure all parents and carers have the opportunity to participate in the dialogue.

4.6 Our expectations with regard to academic outcomes are high and all forms of achievement are recognised and valued.

5. Attitudes and Environment

5.1 The school promotes positive approaches to difference and insists upon respect for people and property. Language or behaviour, which defames protected characteristics and is discriminatory, will not be tolerated.

5.2 There is a high expectation of all students with regard to behaviour, punctuality and attendance.

5.3 All forms of harassment, including racism, are recorded, monitored and dealt with in line with the school's Behaviour and Anti-bullying policies.

5.4 Students, staff and parent/carers are aware of procedures should incidents of harassment arise and all staff operate consistent systems of rewards and discipline.

5.5 The school works in partnership with parent/carers and the community to tackle specific incidents of harassment and to develop positive attitudes to difference.

5.6 Staff members are expected to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Professional development opportunities related to this policy are made available. Adults in school take care to lead through example, demonstrating high expectations of all students.

5.7 Students are encouraged to become independent and to take responsibility for their own behaviour.

6. Admission, Attendance, Discipline and Exclusion

6.1 Smith's Wood Academy follows the LA guidelines on admissions, which are fair to all groups.

6.2 Exclusions and attendance are monitored by gender, ethnicity, special educational need and background.

6.3 Smith's Wood Academy promotes student attendance and uses data to develop strategies to address poor attendance. It is aware in some cases absenteeism may be linked to a protected characteristic.

6.4 The school and families are aware of their responsibilities in relation to student attendance and appropriate personnel, who are aware of community issues, follow up absence.

6.5 Our procedures for disciplining students and managing behaviour are fair and applied equally to all students irrespective of any protected characteristics. All procedures for excluding and reintegrating students are free from any type of discrimination. These are monitored regularly by the Leadership Team.

7. Addressing Prejudice and Prejudice-Related Bullying

7.1 All members of staff (including support staff) have a responsibility to promote equality.

7.2 Smith's Wood Academy will keep a record of all prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice related incidents at the academy and how they have been/are being dealt with.

8. Teaching and Learning

8.1 All students are encouraged to become responsible for their own learning.

8.2 A curriculum is provided which emphasises the positive aspects of all cultures and give students the confidence that discrimination must and can be eradicated.

8.3 The Academy makes best use of all available resources to support the learning of all groups of students and avoid in teaching, reinforcing stereotypical views of society by careful use of language and choice of resources.

8.4 Promotes an understanding of a variety of cultures, valuing their positive contribution in the community and adopting the view that cultural diversity is a positive advantage.

8. 5 Promotes attitudes and values that will challenge discriminatory behaviour.

8.6 Teaching is responsive to individual needs.

8.7 Teachers ensure that the classroom is an inclusive environment in which students are aware that all contributions are valued. Where groups or individuals are marginalised, teachers take positive steps to include them.

8.8 Any student grouping in the classroom is planned, varied and used with a specific and clear end in mind.

8.9 Teachers challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.

8.10 Resources and displays reflect the experience and background of students to promote diversity and challenge stereotype in curriculum areas.

8.11 Resources are reviewed regularly to ensure they reflect the vision and inclusive ethos of the school, its core values and the democratic and tolerant society in which we live.

8.12 Develops students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.

8.13 Recognises, within our teaching, the contributions to the development of science, technology and the arts which have been made by different cultures within lessons.

8.14 Ensures that all students regardless of gender, ethnic origin, religion, sexual orientation or disability have opportunities to participate in extra-curricular activities, unless the activities are agreed by all parties to be appropriate or available to only one gender (e.g. sports teams and house events are monitored).

8.15 Provides opportunities for students to appreciate their own culture, faith as well as celebrate the diversity of other cultures. Where appropriate, teachers will recognise value and sensitively share the experiences of the students themselves as they are often the most important multi-cultural resource within the classroom.

9. Curriculum

9.1 Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes.

9.2 All students have access to the mainstream curriculum.

9.3 The curriculum builds on students' starting points, is differentiated appropriately and is educationally inclusive.

9.4 The content of the curriculum reflects and values cultural diversity.

9.5 The curriculum encourages students to explore bias and to challenge prejudice and stereotypes.

9.6 All staff contribute to the spiritual, moral, social and cultural development of all students.

9.7 Extra-curricular activities and special events cater for the interests and capabilities of all students and take account of parental views related to religion and culture.

9.8 Informal events are designed to include the whole school community and at times may target minority or marginalised groups.

10. Progress, Attainment and Assessment

The Leadership Team, Associate Assistant Heads of Academy and Excellence Leaders undertake assessment analysis on a regular basis. Any findings related to the underachievement of either gender/ethnic group is highlighted and they are targeted for support as appropriate.

11. Policy, Leadership and Management

11.1 The Leadership Team and Governing Body set a clear, values-driven ethos, which reflects the School's commitment to all its students and staff wellbeing.

11.2 Teaching and curriculum development are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the school and wider community.

11.3 Staff members and students are consulted in a variety of decision-making processes.

11.4 Revenues and resources are appropriately deployed and monitored.

12. Staffing – Recruitment, Training and Professional Development

12.1 All members of staff are valued and supported.

12.2 We ensure that all staff, including Support Staff and Associates, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

12.3 Recruitment and selection procedures are consistent with the equality legislation. Advertising will state that we are an equal opportunities employer and we will appoint the best candidate for the job.

12.4 We strive to ensure that staff composition reflects ethnic and gender diversity at all levels.

12.5 The skills of all staff members are recognised and valued and staff are encouraged to share their knowledge.

12.6 Staff and visitors provide a wide range of role models and reflect the diversity of the local and wider community.

12.7 There is a named senior member of staff responsible for equal opportunities in the school.

13. Parents/Carers, Associates and Community Partnership

13.1 All parent/carers are encouraged to participate at all levels in the full life of the school.

13.2 Information and meetings for parent/carers are made accessible for all and parental involvement is monitored to ensure equality of access.

13.3 People from the local communities are encouraged to become Academy Associates and support and training is appropriate for all ethnic groups.

13.4 We strive to work in partnership with all local community organisations.

14. Accessibility Plan

14.1. The academy is aware of the reasonable adjustment duty for disabled students which is designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

14.2. The academy produces an accessibility plan in which it sets out how the school will ensure accessibility to the site for all staff, students and visitors. The plan is written in conjunction with stakeholders every three years, is monitored regularly and is reviewed yearly to ensure all outcomes are achieved.

15. Roles and Responsibilities

15.1. Promoting equality is the responsibility of the whole academy community, including support staff, students and parents. These duties are made clear in our policies which are made available to all staff.

15.2. All staff are expected to:

15.3. Promote an inclusive and collaborative ethos in their classroom.

15.4 Deal with any prejudice-related incidents that may occur.

15.5. Plan and deliver lessons that reflect the principles of this policy.

15.5. The Head of Academy is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Head of Academy and Leadership Team will demonstrate through their personal leadership the importance of this policy. They will:

15.6. Ensure that all staff are aware of the policy and understand their role and responsibility in relation to it.

15.7. Ensure that, where additional funding is available for raising the achievement of specific groups, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

15.8. Curriculum and key stage subject leaders will be responsible for reviewing and monitoring curriculum policies and schemes of learning to ensure that equality is promoted.

15.9. The Associates are responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures, as appropriate are implemented.

16. Reviewing this Policy

16.1. Progress against equality objectives will be reviewed and updated every four years.

17. Related Policies and Statutory Documents

Attendance Policy

Admission Arrangements

Accessibility Plan

Anti-Bullying Policy

Child Protection Policy

Educational Visits Policy

Medical Condition in School Policy

Academy Behaviour and Discipline Policy

Special Educational Needs and Disabilities Policy

Whistleblowing Guidance

Statutory Documents:

Equalities Act 2010

UN Convention on the Rights of the Child

UN Convention on the Rights of People with Disabilities

Human Rights Act 1998.

ACADEMY PROFILE BY GROUPS (October 2020)

Appendix A: Smith's Wood Academy Student Population (*single registration 05 October 2020*)

Gender

Year group	Male	Female	Totals
7	102	108	210
8	82	84	166
9	115	88	203
10	93	95	188
11	73	103	176
Total	465	478	943

Ethnicity

Ethnicity	**Numbers**	**Percentage (%)**
White British	719	76.2
White & Black Caribbean	71	7.5
Black Caribbean	21	2.2
Black African	24	2.5
Any other mixed	14	1.5
Any other White	9	0.9
Pakistani	17	1.8
White & Asian	28	3.0
Mixed, any other backgrounds	12	1.3
Not declared	28	3.0

Disability

Where students have more than one disability then the 1st disability stated on the Special Educational Needs Register has been used.

Disability	Number of students
Dyslexia	7
ASC	
Physical disability	1
Visual impairment	1

ADHD/ADD	19
Hearing impairment	7
Other	205

Religion/ Beliefs

Religion/belief	Number of students
Christian	58
No religion	119
Refused	3
Muslim	15
Sikh	1
Other religion	19
Hindu	0
Buddhist	0

Sexual orientation, gender identity or reassignment.

No data is kept on the sexual orientation of our students. However, as an academy we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender students.

Appendix B: Data on the Smith's Wood Academy Workforce

Gender

Teaching staff	**Total**
Female	38
Male	25
Total	63

Support staff	**Total**
Female	53
Male	9
Total	62

All staff	**Total**
Female	91
Male	34
Total	**125**

Ethnicity of the school workforce:

Ethnicity	**Total**
White British	77
Black or Black British	6
Caribbean	9
White or any other white background	8

Asian or Asian British, Indian	3
Asian or Asian British, any other Asian background	4
Mixed, any other mixed background	2

Disability Status of the school workforce: this information is held within the Academy so that individuals cannot be identified.

Sexual orientation, gender identity or reassignment: no data is kept on the sexual orientation of our staff. However, as an academy we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender students and staff within the workplace.

Applications for flexible working: between September 2018 and November 2020 there were 5 requests for flexible working.