



# STEWARDS ACADEMY

<b>Title</b>	<b>Single Equality Policy</b>
<b>Academic Year</b>	<b>September 2019</b>
<b>Originator</b>	<b>Mark Scholtes</b>
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<b>Pages:</b>	<b>15</b>

The Governing Body and staff at Stewards Academy are committed to equality both as an employer and a service provider:

Stewards Academy is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, to aid the development, progress, and needs of all the children in our care.

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful, for example, all those that fall within the protected characteristics.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

This Single Equality Policy sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff. It is created by Stewards Academy Governing Body with the help of the Headteacher, Leadership team, parents, staff and students in line with the Equality

Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs (SEND) Policy**, **Admissions Policy** and the **Behaviour Policy**.

**These policies can be found on the Academy website or, if a paper copy is required, on request from the Main Reception.**

Through the creation of this Policy, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This Policy will be reviewed yearly, or any time there is an update or change to equality legislation, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils known to be eligible for Pupil Premium (or have been eligible in the last six years)
- Pupils who have physical or emotional barriers to learning
- Pupils who have special educational needs
- Boys in certain subjects, and girls in certain other subjects

**Staff with responsibility for Equality:**

All staff at Stewards Academy.

**Staff member with overview of Equality: Senior Deputy Headteacher**

Telephone: 01279 421951 E-mail: [mscholtes@stewardsacademy.org](mailto:mscholtes@stewardsacademy.org)

**School Governor with overview of Equality: Vice Chair of Governors**

E-mail: [crogers@stewardsacademy.org](mailto:crogers@stewardsacademy.org) (Clerk to Governors)

**The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:**

- **Eliminate** unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- **Advance** equality of opportunity between people who share a protected characteristic and people who do not share it.
- **Foster** good relations between people who share a protected characteristic and people who do not share it.

**Information on pupils by protected characteristics**

Number of pupils on roll at the school: 1103 (Spring Census 2020).

The Equality Act protects people from discrimination based on “protected characteristics”. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

## School profile

The school is average in size and has a science specialism. It is over-subscribed reflecting its popularity within the local community. Most pupils are from White British family backgrounds. The number of pupils from minority ethnic backgrounds has continued to increase steadily and is now at around 23%. A wide range of minority ethnic groups are represented with the largest being White Eastern European and Black African. About 14% of pupils speak English as an additional language. Altogether around 37 different languages are spoken; many of these pupils are at an early or intermediate stage of learning English.

Attainment on entry to Key Stage 3 of pupils in years 10 and 11 was significantly below the national average. However, in years 7, 8 and 9 pupils' attainment on entry was in line with national. 14.8% of pupils in the school are classified as SEND, having either an Education Health Care Plan (EHCP) or additional needs, which is above the national average (2019) of 12.5%. The largest group is categorised as having cognition and learning needs (57%), followed by pupils with social and emotional and mental health needs (36%), the last 7% being made up of the remaining categories.

The school serves an area of socio-economic deprivation, with its school location indicator being in quintile 5 (most deprived). In 2019-2020, 31% of pupils are classed as Ever 6 FSM and 13% of pupils are currently eligible for free school meals. The majority of pupils are from low income families and from families where parents do not have higher education qualifications. The recently published English Indices of Deprivation highlight the level of deprivation in and around the catchment of Stewards Academy.

Stewards ward is in the lowest 30% in the country for multiple deprivations but most relevant is that it is in the lowest 20% for Education deprivation. The profile of a significant minority of pupils presents significant challenge and this is compounded by social issues in the local community.

The school is highly regarded in the local area for its inclusivity and is renowned for the support given to pupils who find education challenging, and their parents. Since 2011 the Academy has held the Inclusion Quality Mark (IQM) and the school has been noted as 'one of the most inclusive schools ever visited', by the IQM Assessor in the recent revalidation visit (2019). A bespoke department, named The Bridge, provides a range of programmes and support to ensure pupils can access education and be successful. The school is committed to avoiding exclusion and has a bespoke Integration Programme, created in response to the lack of Alternative Provision in Harlow, which supports pupils vulnerable to permanent exclusion. As a consequence of the support mechanisms in place, the school is often chosen by families who face significant challenge in their daily lives.

## Curriculum

The school vision statement:

'We value success by the way we touch people's lives; nurturing, challenging and creating opportunities to grow and learn, leading to safe fulfilling and purposeful lives'

The curriculum is modelled around the following five principles:

- Stewards Learner
- Teaching First
- Every Child
- People Matter
- Shaping the future

The curriculum principles are mapped out in the school curriculum intent document 2019/20 (published on the school website including the STEPS curriculum).

## Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Senior Deputy Headteacher has the day-to-day responsibility for management of the Policy.

## The Governing Body

The governing body will:

- Create and approve this Policy with the help of the Headteacher, Leadership Team, staff, pupils and parents to ensure that it is adopted correctly throughout the school.
- Ensure the school complies with all equality legislation and the school's equality objectives as set out in this Policy.
- Monitor and evaluate the effectiveness of the Policy annually and make any amendments to improve on the Policy when and where necessary.
- The named Governor, Dr D Guest, will oversee the implementation of the Policy, monitor equality outcomes, and regularly report back to the rest of the Governing Body. (Contact via the Clerk to Governors [crogers@stewardsacademy.org](mailto:crogers@stewardsacademy.org)).
- Ensure that parents are informed of any incident related to this Policy which could directly affect their child.
- Report to parents, carers, and the wider community on any issues relating to the Policy through the school website, and other relevant platforms.

## The Headteacher and Leadership Team

The Headteacher, with the support of the rest of the Leadership Team, will:

- Promote the Policy both within the school and externally to the rest of the community.
- Ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school.
- Report back to the Governing Body on how the Policy is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents.
- Challenge inappropriate language and behaviour.
- Tackle bias and stereotyping.
- Take appropriate action where discrimination or victimisation occurs.

## Staff

Staff at the school will:

- Ensure that they are up to date and aware of the contents of this Policy and the school's attitude towards all types of discrimination.
- Challenge inappropriate language and behaviour.
- Tackle bias and stereotyping.
- Work to promote anti-bullying strategies as outlined in the school's **behaviour policy**.
- Show a commitment to undertake development and training within this area.
- Engage with the school in eliminating any discrimination and act as a good example to pupils.
- Promote a positive working environment.
- Report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed, and action taken where necessary.

## **Pupils**

Pupils at the school will:

- Engage with the school in eliminating any discrimination.
- Promote a positive work environment and a positive attitude towards equality when both in school and off the school site.
- Report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred.
- Work to promote the anti-bullying strategies outlined in the school's **Behaviour Policy**.
- Set a good example regarding behaviour and social awareness to younger pupils and their peers.

## **Parents, carers and visitors**

Parents, carers and visitors to the school are expected to:

- Familiarise themselves with this Policy by promoting a positive attitude towards equality at home.
- Attend any relevant meetings/awareness-raising sessions that they are invited to relating to this Policy.
- Work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in.
- Respect and follow this Policy when visiting the school.

## **Key groups at risk**

Whilst the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

### **Race**

We are committed to working for the equality of all ethnic groups.

Including the analysis of summary information including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils.

In recent years pupils have been admitted in Year 7 with prior attainment levels below the national averages. Pupils come from a wide variety of ethnic and socio-economic backgrounds reflecting the local community. The changing nature of the intake is reflected in an increasing percentage of EAL students in each year group.

### **Our EAL challenges are as follows:**

- Ensuring high achievement and expectations for EAL pupils who are new to English and accelerating language learning by a variety of provisions.
- Ensuring wellbeing and enjoyment of EAL pupils attending our school, especially those who are new arrivals to the country.
- Maximising EAL pupils' chances of achieving by enhancing opportunities of bilingual pupils who are fluent in their mother tongue.
- Ensuring support with all subjects via introducing structured and timetabled support.
- We work hard to involve parents and families, e.g., consultation and support evenings for parents and various student groups.
- We encourage all pupils to become involved in student forums such as the EMPV group (Ethnic Minority Pupil Voice) and promote diversity on the student council body.
- The celebration of cultural diversity through the school's curriculum and assemblies.

### **How we advance equality of opportunity:**

- We monitor the attainment and progress of all our pupils by race and ethnicity through the data analysis process, e.g. exam analysis also includes breakdown according to race and ethnicity.
- We set targets to improve the attainment and progression rates of all pupils, and regularly meet with parents at formal parents' evenings and more informally throughout each term.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups, e.g. parent workshops.
- We have introduced a variety of programmes targeting underachieving pupils, e.g. revision classes, 1:1 mentoring, 'nurture' groups etc.
- We have a well-structured and embedded programme of literacy support.
- Throughout the curriculum, schemes of work provide pupils with opportunities to learn about the experiences and achievements of different communities and cultures.

### **Disability**

The Equality Act defines disability as when a person has a "physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities".

Number of pupils with disabilities: Unspecified.

There are pupils at our school with different types of disabilities and these include:

- Tourette's Syndrome
- ADHD
- ODD – Oppositional Defiance Disorder
- Autism
- Asperger's
- ADD – Attention Deficient Disorder
- Social Emotional and Mental Health
- Hearing Impaired
- Visual Impairment
- Physical impairment i.e. cerebral palsy, hyper mobility

You can find all the information about our school's SEN provision including our provision for inclusion [and reasonable adjustments] in the school's SEN Policy, SEN Information Report and the school's Disability and Access Scheme. We are committed to working for the equality of people with and without disabilities.

- At GCSE there is room for improvement for pupils on EHC Plans and SEN Intervention; this has been identified by the leadership team because success for these students is inconsistent.
- Key workers of all EHCP and high need pupils liaise with class teachers, pastoral teams and parents/carers to ensure pupils' needs are understood and met. Home is regularly informed about forthcoming academic (e.g. controlled assessments, modular and mock exams, revision classes for Year 11) and non-academic events.
- The relationship between pupils with barriers to learning and others is very positive. Pupils have responded positively and maturely and generally pupils are very tolerant of pupils with SEND.

### **How we advance equality of opportunity:**

- We support pupils with barriers to learning by meeting their individual needs, e.g. we provide 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual One Plan Profiles are devised to address pupils' learning needs and to enable access to mainstream curriculum, e.g. through adapted resources, multisensory learning programmes

for pupils with specific learning difficulties, highly differentiated work for pupils working at below average national curriculum levels.

- We take steps (reasonable adjustments) to ensure that pupils with barriers to learning are not put at a disadvantage compared to other pupils, through our use of a team of LSAs we support pupils in class in order to promote access to the curriculum.
- We provide additional support for those pupils with barriers to learning; therapeutic group interventions that are run by learning support staff working in the Bridge as well as anger management groups etc. Other therapeutic interventions, e.g. drama therapy, music therapy is organised by the learning mentors and delivered internally.
- Textbooks and teacher hand-outs are adapted (re-typed and enlarged) for students with visual impairment. Specialised laptops are also provided.
- We involve pupils with barriers to learning and their families in the changes and improvements we make. We consult them on issues affecting them, rather than relying on people acting on their behalf, e.g. parental and pupil views are included in the statutory annual review documentation. Pupils have the opportunity to identify strategies/ resources/ staff which help them get on better and identify areas where they still require support.

### **Gender and transgender**

We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

### **Sexual Orientation**

- We do not collect data on the sexual orientation of our pupils. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender pupils.
- We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay, bisexual or transgender.

### **Pregnancy and Maternity**

We recognise that pupils who are pregnant or on maternity leave may experience discrimination, and barriers to accessing or continuing their education. We endeavour to provide a personalised support package to ensure that such pupils are able to continue their education.

### **Religion or belief**

As members of a multi-cultural, multi-faith society we value and respect all religions and beliefs and recognise that people of religion and belief may experience discrimination and harassment.

We are committed to working for equality for people based on their religion, belief and non-belief.

Student understanding of other Religions or beliefs is delivered through the schools assembly programme and ethics and values curriculum

### **Promoting equality and social awareness in school and within the local community**

#### **Community cohesion:**

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

- The school's vision, mission statement and aims reflect our desire to be an inclusive school where differences in culture, social background, faith and gender are valued and celebrated.
- This is evidenced in the March 2017 Ofsted Report:

***'Central to this is the school's strongly affirmative culture and emphasis on pupils' individuality: all forms of achievement are recognised, and diversity and difference are positively celebrated. This climate of openness, mutual respect and tolerance gives pupils confidence to speak out and support one another. The low level of bullying incidents is testimony to this strong climate.'***

- A multicultural pupil mix in school gives students a daily chance to meet with people from different cultural backgrounds. The growing percentage of students from ethnic backgrounds has provided plenty of opportunities for students to evaluate and form ethical viewpoints.
- The changing ethnic profile of the school has been welcomed positively as it has greatly enriched our community. Students form strong relationships across the ethnic groups. Pupil Groupings – formal and informal – show students working well across different social and ethnic backgrounds. As a result, reports of racial incidents are rare and are dealt with very effectively by senior staff. The fact that all ethnic groups appear to achieve well without any group appearing disadvantaged indicates that discrimination is not an inhibiting factor.
- Very low levels of Racial Incidents are reported but all are taken seriously and dealt with effectively.
- RE and The Ethics & Values curriculum covers areas of personal integrity, human rights, mutual understanding and respect for all faiths.
- Each year the school celebrates a number of cultural events including the Cultural Food and Fashion event, various food tastings in MFL and Black History Month. These events are run by and supported by the students and are extremely popular.
- We have a respected literacy intervention programme that continues to have a positive impact across all areas of the curriculum.
- The work that has been done to develop high aspirations and a culture of success in the school also contributes to pupils' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the school community, the staff and Governors are working hard to ensure learners receive consistent messages through all aspects of school life.
- We continue to develop a curriculum that encourages all pupils to understand, respect and value difference and diversity.
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHE and Ethics & Values programmes.
- We ensure that the curriculum has positive images and that positive pictures are used for display.
- We tackle prejudice and any incidents of bullying based on disability.
- We have a respected literacy intervention programme that continues to have a positive impact across all areas of the curriculum.

### **How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website if you require further information and would like to see copies of any of our school policies.

- As a school, we are aware of the requirement of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our Governing Body regularly reviews our Equality Policies.

- We try to keep an accurate record, when possible and as appropriate, of the protected characteristics of our pupils and employees.
- We have a Staff Code of Conduct which addresses issues about being respectful and professional in behaviour to all staff and pupils.
- We have a School Behaviour Policy that ensures that all pupils are both rewarded and sanctioned appropriately, and it is viewed fairly and positively by the staff and pupils alike. Our Behaviour Policy includes Anti-Bullying and we deal promptly and effectively with all incidents and complaints of bullying and harassment that may occur including cyber-bullying and prejudice-based bullying related to disability or special education needs, ethnicity and race, gender, gender re-assignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a curriculum provision that is highly positive, offering memorable experiences and rich opportunities that contribute very well to pupils' spiritual, moral, social and cultural development. Staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that pupils may have.
- We have clear procedures for dealing with staff discipline.
- The staff address all bullying or harassment that may occur related to disability or special education needs, ethnicity and race, gender, gender re-assignment, pregnancy or maternity, religion and belief and sexual orientation by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature of such incidents. Reconciliation happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved.
- Our grievance procedure sets out clear guidance for staff who wish to make formal complaints.
- Our Equal and Diversity in Employment Policy covers the school's employees (permanent, temporary, casual, part-time and those on fixed term contracts), job applicants and individuals such as agency staff and consultants, and volunteers who are not employees, but who work at the school. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- Our Admission Policy adheres to the guidelines as set by the Admissions Code and is strictly followed.
- Our Complaints Procedure sets out how we deal with any complaints relating to the school and can be accessed online or obtained at the main reception.
- We have a Special Education Needs Policy that outlines the provision the school makes for pupils with special education needs and a Managing Medication in School Policy to ensure pupils with medical conditions are not adversely affected. We endeavour to offer all pupils access to the national curriculum, teaching, and assessment that is appropriate to their aptitude, attainment and any special need or medical condition they might have. The policy was devised in light of the revised Code of Practice and DFE Guidance.
- The school has a Code of Conduct that takes all e-safety issues very seriously. Through assemblies and lessons, pupils and staff are made aware of suitable internet conduct. Subsequently "Acceptable Use" and 'Code of Conduct' policies are signed and adhered to by all pupils and staff.
- Through our Ethics & Values programme we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum.
- We have a comprehensive curriculum that addresses SMSC mainly through the teaching of RE and the Ethics & Values programme; pupils are encouraged to think about their responsibilities to the world in which they live. Pupils are encouraged to broaden their understanding of other's beliefs, cultures and faiths.
- We have a vibrant and well-represented Student Council that ensures that pupils have a direct voice to discuss matters that relate to their concerns and overall well-being in school

and the immediate environment. The school council is strong and articulate, contributing to whole school decision making with pupils

- In addition, we have regular meetings of students (Student Forum) to discuss school issues and a School Council suggestions box.
- Parents have the opportunity to share initiatives and discuss concerns with the Headteacher, via the Academy protocols. We have a track record of engaging with our parents and carers, including those who might traditionally find working with the school difficult.
- We have an extensive Pastoral Team set up to support targeted groups of boys and girls with issues ranging from confidence, self-esteem, social skills, working with others, assertiveness, sense of achievement and life skills. We engage Place2Be to support pupils experiencing difficult emotional issues and the Employee Assistance Programme, run by the Educational Support Partnership to support staff.
- We understand that attendance plays an integral part in pupils' achievement at school. Through our Behaviour Policy we have an Attendance Procedure which enables us to investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard for the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

### **Inclusion**

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the school's SEN Policy.

### **Pupil voice**

Through our support of student voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff, and pupils and the wider community.

- School Council
- Student representatives
- Head Boy and Girl
- Prefects

### **Recruitment**

Stewards Academy is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. Stewards Academy acknowledges that unfair discrimination can arise on occasion and so will ensure that the Equal Opportunities Policy is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

(More information about our recruitment procedures can be found in the **school recruitment procedures.**)

## **Staff**

### **Equal opportunities for staff**

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- All staff appointments and promotions are made because of merit and ability and in compliance with the law.
- Staffing of the school reflects the diversity of our community wherever possible.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce including the duty to make reasonable adjustments.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Staff discipline and suspension**

Stewards Academy is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our **staff discipline, Code of Conduct and Grievance Policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be dealt with in accordance with school policy. The school's Staff Appraisal Policy provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees and hopes never to have to discipline anyone as a result of misconduct.

### **Behaviour, exclusions and attendance**

The school Behaviour Policy takes full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustments for pupils with SEN and disabilities. We closely monitor data on exclusions and absence via a weekly report focusing on (SEND, PP, EAL, CIC) and will act to address any concerns that arise in this area.

Read our school Behaviour and Attendance Policies for more information on the processes surrounding these topics.

### **Monitoring and review**

This Plan will be reviewed yearly by the Governing Body, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation). Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

## Information will be gathered through:

- Identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics (with the exception of sexual orientation, gender re-assignment and religion). This helps us develop and monitor this policy. Comprehensive and sensitive efforts are made to collect accurate information and meet security of information requirements, in addition to our duty to secure accurate information relating to ethnicity and first language.
- Pupil attainment and progress data relating to different genders and ethnic groups.
- Children's and young peoples' views actively sought and incorporated in a way that values their contribution.
- Uptake of extended schools offer by group.
- Exclusions data analysed by group.
- Records of bullying and harassment on the grounds of any equality issue.
- Data on the recruitment, development, and retention of employees' information.
- Outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Information relating to the policy will be shared at regular intervals throughout the year. The Headteacher / Leadership Team will provide **monitoring reports** for review by the Governing Body. These will include:

- Progress against targets relating to equality and future plans
- School population
- Recruitment and retention
- Key initiatives

## Outcomes

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review

## Equality impact assessments

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

## Reporting on our progress

### Information about our employees

For transparency, we are required to publish the school workforce profile. This information aims to provide a snapshot of our school workforce, as well as our employment practices and achievements.

## Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of the School Workforce census November 2019 the school employs 177 staff. Our staff are employed in the following main groups:

- Teaching staff 71
- Support staff 106

## Information taken from the school workforce census

### All current contracted staff in regular service as at census reference date

<i>Note: This table counts numbers of staff members holding each post and therefore a person holding more than one post may be counted more than once.</i> <b>Post</b>	<b>Number of Staff</b>	<b>FTE number of Staff</b>
Head Teacher	1	1.00
Executive Head Teacher	0	0.00
Deputy Head	5	4.20
Assistant Head	7	6.80
Classroom Teacher	6	4.80
Classroom Teacher, upper pay range	24	23.30
Classroom Teacher, main pay range	28	26.80
Leading Practitioner	0	0.00
Apprentice Teacher	0	0.00
Leadership – Non-Teacher	0	0.00
Teaching Assistant	18	14.31
Other Support Staff	70	55.93
Advisory Teacher	0	0.00
Total of staff who hold one or more of the above posts.		
<i>Note: the fields above may not add up to this total due to double counting of staff who hold more than one type of post.</i>	156	137.14

## Sexual orientation

- We do not collect data on the sexual orientation of our staff. However, as a school we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender staff.
- We do not collect data on staff that are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

For transparency, we are required to publish the school workforce profile. This information aims to provide a snapshot of our school workforce, as well as our employment practices and achievements.

### QT and HLTA status of staff in regular service as at census reference date

Status	Number of staff	Number of male staff	Number of female staff	Number of staff whose gender is not known or not specified
QTS = true	63	26	37	0
QTS = false	26	4	22	0
QTS is null	67	16	51	0
QTLS = true	2	1	1	0
QTLS = false	87	29	58	0
QTLS is null	67	16	51	0
EYTS = true	0	0	0	0
EYTS = false	89	30	59	0
EYTS is null	67	16	51	0
HLTA status = true	4	0	4	0
HLTA status = false	152	46	106	0
HLTA status is null	0	0	0	0

### Ethnicity of staff in regular service as at census reference date

Ethnic Code	Number of staff
AIND	1
BAFR	3
BCRB	1
OOTH	1
WBRI	123
WIRI	9
WOTH	4
Ethnicity is null or blank	14
Total	156

### Disability status of staff in regular service as of census reference date

Disability	Number of staff
Yes	0
No	110
Information not yet obtained	46
Refused	0
Disability Status is null	0
Total	156

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and/or other information. Our equality

objectives focus on these areas where we have agreed to take action to improve equality and tackle disadvantages.

## Equality Objectives 2019-20 to 2023-24

### Reporting on our progress

Protected Characteristic	Action to be taken	How it will be monitored	Who is responsible for implementation	Timeframes	Early Success Indicators
All	Monitor and analyse pupil attendance by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Attendance reports Analysis of key data Parental meetings	SP (Deputy Head with responsibility for Safeguarding)  Attendance Team  TF (Safeguard Deputy)  Headteacher	Ongoing with review after survey	Attendance meets agreed school target as identified within the school plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils	Achievement data analysed by race, gender and disability	MH/ Headteacher / Governing Body	Termly	Analysis of teacher assessments / termly data demonstrates the gap is narrowing for equality groups
All	Monitor and analyse pupil Exclusions by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Exclusion data and reports (DAS) SP to keep spreadsheet updated analyse /monitor data.	SP / Headteacher / Governing Body	Weekly updating of spreadsheet Head teachers report to governors	Reduction in number of exclusions across all character groups.

### This Policy will be reviewed:

- Annually, or as legislation changes.
- After incidents that relate to, or impact on, equality in school.
- After any significant changes to workplace, working practices or staffing.