



Green Spring  
Academy  
SHOREDITCH

# Equality Policy

<b>Approval Body:</b>	Trust Board
<b>Approval Date:</b>	5 <sup>th</sup> July 2017, subject to July consultation. No changes made, so post consultation 25 <sup>th</sup> July by Chair's Action.
<b>Recommending Body:</b>	Performance & General Purpose Committee
<b>Implementation Date:</b>	1 <sup>st</sup> September 2017
<b>Review Date:</b>	After one year
<b>Status:</b>	Approved
<b>Policy Version:</b>	0.6

# Equality Policy

## 1 Purpose of the policy

Green Spring Academy Shoreditch is an inclusive school in a diverse and thriving community. We are proud to celebrate this diversity and champion equality.

Every student, staff member, parent/carer, and all other members of the Academy's community, are valued and respected. We aim to embed the values and ethos that will develop individuals to become positive, respectful and successful citizens within the community and throughout their lives. We are committed to overcoming disadvantage, tackling discrimination and fostering positive relationships.

This policy sets out how the Academy meets these aims and supports all students and staff in achieving their potential, academically, professionally and personally. It also confirms how the Academy is meeting its Public Sector Duty to promote equality as defined within the Equality Act 2010.

The policy also confirms the expectation that all members of the Academy community, including students, staff, parents, visitors, volunteers, uphold our Equality aims above.

## 2 Public Sector Equality Duty

The Public Sector Equality Duty is made up of a general equality duty and two specific duties. The general duty requires us to have due regard for the need to:

- a) **eliminate discrimination**, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- b) **advance equality of opportunity** between people who share a relevant protected characteristic and people who do not share it.
- c) **foster good relations** between people who share a relevant protected characteristic and those who do not share it.

The Act defines protected characteristics as:

- age<sup>1</sup>
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

It is unlawful for the Academy to discriminate against a student or prospective student, staff member or prospective staff member, by treating them less favourably because of one or more of these characteristics.

---

<sup>1</sup> A person's age is a protected characteristic for adults in relation to employment. It does not apply to school students.

The Act's two specific duties require us to:

- a) publish information to show compliance with the Equality Duty;
- b) publish Equality Objectives at least every 4 years which are specific and measurable.

### **3 Academy principles**

Green Spring Academy Shoreditch fully embraces the Equality Duty both in law and in spirit. In order to fulfil its obligations in this area, the Academy is guided by the following principles.

- All students, staff and members of the wider school community are of equal value regardless of their background or whether they share one or more of the 'protected characteristics'.
- We recognise and respect difference and challenge prejudice and discrimination. Treating people equally does not necessarily involve treating people the same, and our policies, procedures and practices take account of differences in background, culture, ethnicity, religion, sex, sexual orientation and gender assignment.
- We foster and promote positive attitudes and relationships, and a shared sense of cohesion and community. Our policies, procedures and practices promote inclusion, positive interaction and mutual respect. Bullying and harassment of any kind is never tolerated.
- We are consultative in our practices; appropriately involving and engaging members of the school community when change is proposed.
- Our staff are specifically trained in Equality and Diversity Awareness.

### **4 Implementation**

- Academy staff consider equality implications before they develop policy and take decisions, not as an afterthought, and they keep all policy under review on a continuing basis. The Equality Duty is integrated into all the Academy's functions, and the monitoring and analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- Our admissions and recruitment arrangements are fair, transparent and informed by clear guidance so that there is no risk of discrimination. We maintain an accurate record, when possible and appropriate, of the protected characteristics of our students, employees, LAB members, Trustees and applicants for jobs. This data ensures we know the needs of our school population well and informs our Equality Objectives, planning and monitoring focuses. Appendices A and B give the current Academy context in relation to students and employees.
- We strive to narrow all gaps in achievement affecting students from particular cultural and ethnic backgrounds, who belong to lower-income households, have a disability or have special educational needs. We aim to provide appropriate and varied learning, teaching and support to ensure all students make excellent progress, regardless of their needs, dispositions, aptitudes or circumstances. We collect data and monitor progress and outcomes of different groups of students as set out in our Monitoring and Evaluation Policy, which prompts action to close any achievement gaps that become evident. We publish an analysis of standards reached by different groups at the end of each key stage.
- We closely monitor data on absence from school and exclusions for evidence of over-representation of different groups and take action promptly to address concerns.
- We actively promote equality and diversity through the curriculum, particularly through a broad and challenging Personal Social and Health Education programme. We endeavour to present

diversity through our displays, resources, events, contributors and role models. We provide opportunities for students to listen to a range of opinions, empathise with different experiences and to engage in social action. We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

- Our focus extends beyond academic success. Our students participate in an unrivalled series of innovative challenges and projects throughout their time with us and, whatever their interest, passion or talent, we strive to ensure all students take part in initiatives involving esteemed national and global partners, universities and businesses. Monitoring allows us to target under-participating groups.
- The Academy's annual plan for the use of Pupil Premium funding enables us to counter the effects of disadvantage on progress and participation and, in particular, creates opportunities for students to broaden their experience.
- Our Behaviour Policy outlines our expectations of both students and staff in their interactions with each other and this includes our approach to challenging and tackling bullying, prejudice and discrimination, wherever and whenever it occurs. Prejudice-related incidents are identified, recorded and dealt with, and reported to the LAB. Through the Student Pledge, drawn up by the students and staff, students are encouraged to model the positive values of the Academy, at home and within their local community.
- We recognise that people with disabilities may have different needs from those of who do not have a disability. This is always taken into account when developing and implementing decisions, policies and services and may lead to reasonable adjustments. A bi-annual Accessibility Audit helps us ensure the accessibility of our provision and facilities to students, staff and visitors.
- Our Special Educational Needs Policy aims to meet the needs of students with a learning difficulty or disability that calls for special educational provision. Our Examinations Policy sets out procedures relating to access arrangements that ensure all students have the opportunity to achieve to the best of their ability.
- Our professional development programme for staff has a strong focus on equalities issues. It is also designed to ensure equality of access and a profile of participation that reflects the full staff community. We are attentive to the need to ensure that all staff gain from professional development and do not experience blocks to employment or promotion opportunities.
- As an employer we are committed to equal opportunities principles and we monitor and actively promote equality in all aspects of staffing and employment. We strive to eliminate discrimination and harassment. We observe good equalities practice in staff recruitment and retention and all appointments and promotions are made on the basis of merit and ability. We also aim to increase the extent to which staffing, in all roles and at all levels, reflects the diversity of our community. We have specific policies to address staff conduct, discipline, grievances and dignity at work.
- The Academy's Complaints Policy sets out the procedures through which we handle complaints, including those that relate to any experience or perception of inequality or discrimination, with the specific aim of prompt and, where possible, informal resolution that precludes the need for escalation.
- We regularly gather feedback and responses from students, staff and parents on their experience of the Academy's provision, practice and policy and endeavour to involve a wide-cross-section of our community in the Academy's development and improvement.

## 5 Responsibilities

We expect all members of the school community and all visitors to support our commitment to equality and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

The Trust Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented. The Trust's Committees keep relevant aspects of the Academy's commitment to the Equality Duty under review. The Trust Board biennially reviews this Policy and its impact.

The Academy's Chief Executive Officer and the Head of School are responsible for maintaining an ethos in the Academy that upholds this policy and the Equality Duty. They are also responsible for ensuring this policy is understood and implemented by all staff and for making students and staff aware of its commitments and expectations.

Leadership Team members are responsible for addressing the policy actively within their areas of responsibility and for collating and analysing relevant monitoring evidence.

All staff are responsible for acting on this policy consistently in their day-to-day professional responsibilities and for supporting students and their families to share the Academy's commitment to equality.

## 6 Equality Objectives

The Academy has committed to the following over-arching objectives for equality. In line with the specific duty of the Equality Act 2010, these are translated into specific and measurable objectives relevant to current school improvement priorities at each review of this policy. These are included in Appendix C and feed forward into the School Improvement Plan.

The Academy commits to:

- **giving active consideration to equality issues**, including the potential effects on different people when developing and implementing strategies, policies and procedures. This will include for example consulting appropriate groups within the Academy community to ensure due consideration is given to equality issues when developing policies and procedures.
- **ensuring appropriate training** for those responsible for developing strategies, policies and procedures and putting them into practice, and ensuring such people are made aware of their obligations in relation to the Equality Duty. This Academy will ensure that all those with line management responsibilities receive an appropriate level of training to raise awareness of equality issues and all staff receive diversity awareness training.
- **empowering managers, workers and other relevant parties** by providing appropriate and necessary information. For example, this Academy will ensure external job vacancies are accessible to all sectors of the community through transparent and open recruitment and selection processes, and through the provision of appropriate information to ensure all those with suitable skills feel able to apply.
- **monitoring and reviewing** the impact of our policies and procedures, and taking appropriate corrective action where concerns are identified. Part of the purpose of monitoring and reviewing will be to ensure that policies and procedures are consistently and fairly applied. We will, for example, monitor continuing professional development for staff within the Academy to ensure it is accessible to all, based on professional needs that are consistent with the

Academy's aims, as well as monitoring student progress to ensure students are on track and receive the required level of support.

- **improving attendance of students from particular groups** to ensure accessibility to an education, even if this means phasing a return to the Academy or spending time in the Inclusion section of the Academy before returning to the classroom. It will also involve working in partnership with the students, parents/carers and other agencies as appropriate.
- **improving knowledge, skills and attitudes to enable students to appreciate and value difference and diversity**, for example increasing understanding between students from different faith communities. An example is the Academy's 'Interfaith Week' event, which is part of the Academy's year-round work celebration of the way in which students and staff respect similarities and difference across the Academy and within our communities. The week of activities aims to build positive interfaith relations and explores how people of different faiths and beliefs work together for the common good of our society.
- **reducing prejudice-related bullying the use of derogatory language** in order to ensure the safety of all students and to encourage students to become citizens who demonstrate an understanding and appreciation of equality and diversity.
- **engagement** with our students, parents and the wider community to ensure that we demonstrate our commitment to sharing the responsibility for raising well-educated and civic-minded students, as we feel this responsibility cannot rest solely with schools.

## 7 Disseminating the policy

We ensure the whole school community knows about our commitment to equality through all relevant communications, interactions, practice and policy.

This policy, including the Equality Objectives and data, is available on the school website and in the staff handbook, electronically and in hard copy. Its principles, expectations and commitments are included in induction for new staff, students and parents and built into curriculum and extra-curricular activities for students and professional development for staff throughout the year.

## 8 Monitoring the policy's impact

*On students*

As part of the Academy's Self Evaluation, we collect the following information on our students:

- attainment and progress data,
- attendance data,
- exclusions,
- sanctions and rewards,
- involvement with extended learning opportunities,
- involvement in intervention,
- option choices,
- parental engagement
- progression from Y11/Y13

Senior Leaders with responsibility for the above areas analyse this data routinely from an equality perspective in terms of:



- eligibility for Pupil Premium – a measure of disadvantage
- ethnicity
- prior attainment
- SEN and disability,
- sex
- with English as an additional language

Analysis after each attainment/progress data collection leads to short term action to adjust learning and teaching plans or to target support and intervention. Analysis of end of year outcomes leads to specific areas for school-wide development built into the School Improvement Plan.

Analysis of the wider data sets above enable us to identify differences between groups, and over/under-represented groups. This leads to a review of possible causes and agreed action to address the issues. This may be short term action or school-wide action built into the School Improvement Plan.

The Academy monitors incidents of prejudice-related bullying or harassment amongst students through the procedures set out in the Anti-bullying Policy. Incidents that have their basis in any of the protected characteristics are recorded specifically and reported in an annual summary.

The Academy also invites focussed discussion, with students, parents and staff, on the students' Academy experience in terms of their religion and belief, their sexual orientation and their gender identity.

#### *On staff*

In accordance with Employment Duty legislation, we collect equality information on:

- applicants for employment
- staff in post and on different pay scales/grades/points/levels of leadership
- participation in training
- pay progression
- internal promotion
- accessing flexible working

The HR department analyses this data routinely with respect to:

- age
- disability
- ethnicity
- marriage/civil partnership
- religion/belief
- sex

This analysis enables us to remove any blocks to, and/or target, under-represented groups and to identify and remove potentially discriminatory practice.

The Academy also invites feedback from, and focussed discussion with, staff on their Academy experience in terms of their sexual orientation, gender identity and pregnancy/maternity.

The Academy monitors incidents of prejudice-related bullying or harassment of staff through the procedures set out in the Dignity at Work and Grievance policies.

### *Equality objectives*

The specific Equality Objectives for this year (see Appendix C) are built into the School Improvement Plan. Monitoring and evaluation processes are detailed there.

### *Reporting*

An annual summary of all Equality monitoring and the actions that followed/will follow is presented to the Performance and Standards Committee.

## **9 Review of the Policy**

This Equality Policy will be reviewed by the Trust Board after a year in the first instance and thereafter biennially. The monitoring report outlined above will inform the review.

We have a rolling programme for reviewing all Academy policies and use the questions below to assess their potential impact on equality and diversity, so that we can ensure appropriate focus is given.

- To what extent does the policy affect service users, employees or the wider community – and what is the significance of the impact?
- Is it likely to affect people with particular protected characteristics differently?
- Does the policy relate to functions that have been identified through engagement as being important to people with particular protected characteristics?
- Does the policy relate to an area with known inequalities?
- Does the policy relate to the Academy's equality objectives?



## APPENDIX A: Academy Context: Students

1 This section aims to provide relevant information on the composition of the student population with specific relevance to their protected characteristics and other areas. Further information is being collected to provide an insight into the full scope of protected characteristics.

2 Number of students on roll: 993

3 Sex

	Students	Percentage
Female	410	41
Male	583	59
<b>Total</b>	<b>993</b>	<b>100</b>

4 Race (Ethnicity)

Code	Students	Percentage	Subgroup Description
AAFR	1	0.1	African Asian
ABAN	532	53.6	Bangladeshi
AIND	13	1.3	Indian
AOTH	10	1.0	Any other Asian background
APKN	7	0.7	Pakistani
BAFR	83	8.4	African: Unspecified
BAOF	4	0.4	Other Black African
BCRB	39	3.9	Black Caribbean
BSOM	71	7.2	Black Somali
CHNE	5	0.5	Chinese
MAOE	3	0.3	Mixed: Asian and any other background
MBOE	13	1.3	Mixed: Black and any other background
MOTM	14	1.4	Other Mixed
MWAS	7	0.7	Mixed: White and Asian
MWBA	5	0.5	Mixed: White/Black African
MWBC	23	2.3	Mixed: White/Black Caribbean
MWOE	26	2.6	Mixed: White/Other
OARA	4	0.4	Arab Other
OIRQ	2	0.2	Iraqi
OLAM	1	0.1	Latin/South/Central American
OMRC	5	0.5	Moroccan
OOEG	8	0.8	Other Ethnic Group
OOTH	1	0.1	Any other ethnic background
OVIE	2	0.2	Vietnamese
OYEM	1	0.1	Yemini
REFU	21	2.1	Not disclosed
WBRI	53	5.3	White British
WENG	1	0.1	White English
WEUR	10	1.0	White European

Code	Students	Percentage	Subgroup Description
WITA	1	0.1	White Italian
WOTW	1	0.1	Any other White background
WOWB	12	1.2	White
WTUK	1	0.1	Turkish
WTUR	13	1.3	Turkish/Turkish Cypriot
	<b>993</b>	<b>100.0</b>	

## 5 SEN

	Students	Percentage
SEN Provision – Education, health and care plan	20	2
SEN Provision – SEN support	81	8
Total number of students with SEN	101	10
No special educational needs	892	90
<b>Total</b>	<b>993</b>	<b>100</b>

## 6 Disability/SEN need type for students on roll with SEN

Impairment	Number of Students	Percentage
SPLD Specific Learning Difficulty	7	6.9
MLD Moderate Learning Difficulty	9	8.9
SLD Severe Learning Difficulty	1	1
SEMH Social, emotional and mental health	24	23.8
SLCN Speech, Language and Communication Needs	36	35.6
HI Hearing Impairment	5	5
VI Visual Impairment	4	4
PD Physical Disability	5	5
ASD Autistic Spectrum Disorder	8	7.9
OTH Other Difficulty / Disability	2	2
<b>Total</b>	<b>101</b>	<b>100</b>

## 7 Bursary funding awarded to all 16-19 year olds

Sixth Form Details	Numbers
Total students aged 16 and over	119
Awarded a discretionary bursary	94
Percentage of Sixth Form Population awarded a discretionary bursary	79

## 8 Other Student Groups

The below information provides further details on the following group of students:

Students with English as an additional language		
	Numbers	Percentage
Students with English as a first language	283	28
Students with English as an additional language	710	72
<b>Total</b>	<b>993</b>	<b>100</b>

## APPENDIX B: Academy Context: Employees

1 As the Academy employs less than 150 employees, there is no obligation to publish information about them. However, this section aims to provide relevant information on the composition of the employee population with specific relevance to their protected characteristics and other areas. Further information will be collected over time to provide an insight into the full scope of protected characteristics.

2 Number of employed staff: 113

3 Sex

	Employees	Percentage
Female	72	64
Male	41	36
<b>Total</b>	<b>113</b>	<b>100</b>

4 Race (Ethnicity)

<b>Ethnic Code</b>	<b>Employee</b>	<b>Percentage</b>	<b>Subgroup Description</b>
ABAN	19	16.8	Bangladesh
AIND	1	0.9	Indian
AOTH	1	0.9	Any other Asian background
APKN	1	0.9	Pakistani
BAFR	5	4.4	African: Unspecified
BCRB	11	9.7	Black Caribbean
BOTH	1	0.9	Black Other
MOTH	1	0.9	Mixed: Other background
MWAS	2	1.8	Mixed: White and Asian
MWBC	1	0.9	Mixed: White/Black Caribbean
NKO	2	1.8	Not known
NOBT	16	14.2	Info not obtained
WBRI	40	35.4	White British
WIRI	3	2.7	White Irish
WOTH	9	8.0	White Other
<b>Total</b>	<b>113</b>	<b>100</b>	

5 Disability

	<b>Employee Numbers</b>	<b>Percentage</b>
Employee with a disability	1	0.9
Employees with no disability	111	98.2
Information not obtained	1	0.9
<b>Total</b>	<b>113</b>	<b>100</b>

## APPENDIX C: Equality objectives 2017-19

Public Sector Equality Duty	Objective
Eliminate discrimination, harassment and victimisation	<p>(a) To increase the visibility and participation of girls in the non-formal activities and opportunities in the Academy</p> <p>(b) To reinvigorate the visibility of equality and anti-discrimination issues through awareness-raising initiatives, events and campaigns, increasingly led by students</p>
Advance equality of opportunity between different groups	<p>(a) To increase the progress and attainment of student groups where there are achievement gaps, including higher-attaining students, girls and students with SEN</p> <p>(b) To diversify our teaching and non-teaching leadership profile so that it becomes more representative of our community</p>
Foster good relations between different groups	<p>(a) To develop the curriculum further to uphold our equality aims and principles, including a focus on resources, visible role models, and access to and uptake of a range of entitlement activities, particularly in the arts and social action</p> <p>(b) To strengthen our operational routines so that all students and staff experience a consistently respectful and calm environment and play their part in sustaining excellent relationships</p>

The success criteria, action points and monitoring arrangements for these objectives will be included in the School Improvement Plan.