Winston Way Academy

Single Equality Plan

This policy document contains:
1. Introduction
2. Statutory Framework and other guidance
3. Links to other policies
4. Key principles
5. Roles and responsibilities
6. Implementation

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Date of last review	June 2023	Owner	HP
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Type of policy	Non-Statutory	Approval	LGB

Introduction

1.1 Winston Way Academy is totally committed to developing and maintaining an environment in which each individual has complete equality of opportunities, and to avoid all forms of discrimination.

1.2 At Winston Way Academy we reject the notion of a fixed mindset and ability, rather we embrace an approach that develops talent in every individual and sees the opportunity for growth in all areas. This 'growth mindset' values hard work and purposeful practice above notions of inherent aptitude. This philosophy is totally aligned to our views on equality of opportunity.

1.3 We believe that all pupils, including those who are disabled or have Special Educational Needs, learn best when they are included, valued, and supported. The care provided by Winston Way Academy is sensitive to the different needs of individual pupils. We embrace positive attitudes to diversity and difference – not only so that every person is included and not disadvantaged, but also so that children learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

1.4 Discrimination can come in one of the following forms:

- **direct discrimination** - treating someone with a protected characteristic less favorably than others
- **indirect discrimination** - putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- **harassment** - unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
- **victimisation** - treating someone unfairly because they've complained about discrimination or harassment.

2. Statutory framework and other guidance

2.1 This policy complies with the guidance contained within
- UK Equality Act 2010. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful and replaces all previous equality legislations such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.
- The Equality Act 2010 states that it is against the Law to discriminate against anyone because of: age, being or becoming a transsexual person, being married or in a civil partnership, being pregnant or having a child, disability, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion/belief, sex, sexual orientation. These are known as the 'protected characteristics.

2.2 This duty is supported by specific duties which in turn came into force on 10 September 2011. These specific duties state that we must also:
(a) Publish Equality Information – to demonstrate compliance with the general duty, in particular in relation to protected characteristics (both employees and those affected by our policies) by on an annual basis.
(b) Publish Equality Objectives – one or more at an interval of no more than 4 years.

2.3 It is a statutory requirement to have an Accessibility Plan in place and reviewed annually. This can be found as an Appendix to this policy.

3. Links to other policies and practice

3.1   The Single Equality Plan should be read in conjunction with the following areas of School policy:
- SEND Policy
- EAL Policy
- Admissions Policy
- PSHCE Policy
- SMSC Policy
- Behaviour for Learning Policy
- Sex and Relationships Policy
- Anti-bullying Policy
- United Learning Recruitment Policy and Process
- Performance Management Policy
- Accessibility Plan

4. Principles

4.1   The legislation is important because it protects people and ensures that our provision and approach is in line with requirements. However, legislation does not change people's attitudes. At Winston Way we go beyond the requirements in order to educate and inform our young people about the value of diversity in the community.

4.2   The following framework underpins the approach to Single Equality Plan:
- We are open, transparent and fair in all areas of policy and practice
- We value the differences and the uniqueness of each member of the community
- Every member of the community is of equal value, but we are not all the same
- We adopt a child-by-child approach in all that we do.

5. Roles and responsibilities for Single Equality Plan Policy

Staff	Responsible for ensuring that: - Teaching styles, methods, language, questioning and classroom management includes and engages all pupils. - Suitable resources are chosen which motivate and reflect different groups' cultures and backgrounds. - Stereotypes, and what are thought to be stereotypical activities, are effectively challenged. - Teaching strategies are extended to meet variations in learning and attainment and are informed by known good practice. - They are aware of possible cultural assumptions and bias within their own attitudes. - They always act as role models in all interactions.
Line managers	Responsible for ensuring that: - Strategies are implemented to raise performance, aspirations and self-esteem of all children and staff; - Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all pupils; - An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Senior Leadership Team	Senior leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged pupils. Measures may include: - Identifying and investigating any patterns regarding exclusions and poor attendance in respect of particular groups; - Monitoring differences in pupil attitudes to work and towards each other with a view to identifying any significant patterns and issues; - Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents; - Ensuring that the performance of different groups of pupils is monitored and evaluated so that the needs of different pupils are met; - Evaluating the impact of additional support on achieving standards.
Business Manager	- Responsible for all aspects of the Accessibility Plan (an appendix to the Single Equality Plan)
Principal	- Sets and reviews Equality Information and Equality Objectives in consultation with staff and governors, according to the timescales outlined in Section2. - Ensure that the Equality Information and Equality Objectives are published and accessible to all. - Ensures all aspects of the Policy and practice are implemented consistently, and that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.
Local Governing Body	- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action arises.

6. Implementation

6.1 The school is opposed to all forms of prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately in line with the Anti-Bullying Policy and United Learning HR policies.

6.2 We observe good equalities practice in relation to staff: we ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e., from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, considering aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

6.3 We aim to reduce and remove inequalities and barriers that already exist. We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other. We explicitly teach about acceptance, difference and valuing diversity within the PSHE, Citizenship and RE curricula. Our ASPIRE attribute of 'Integrity' (doing the right thing even when no-one is looking) is particularly relevant to this policy.

6.4   We consult and involve ensuring views are heard. In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are considered. For policies and activities affecting pupils, we will take account of views expressed at school council for parents through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

6.5   We aim to foster greater community cohesion. We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

6.6   We base our practices on sound evidence. We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. To this end we will conduct an Equality Analysis on an annual basis to assess and demonstrate our compliance with our Equality Duty (see Appendix).

6.7   We set ourselves specific and measurable equality objectives. We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered and the engagement we have been involved in. We will set ourselves new objectives every four years but keep them under review and report annually on progress towards achieving them (see Appendix).

Monitoring and evaluation of trends

6.8   The following will be considered when monitoring the effectiveness of our Single Equality Plan and Practice: progress and attainment of different groups of learners; pupils' social and economic background; attendance and punctuality data; behaviour within and beyond the school; exclusion data.

6.9   Through our review mechanisms, we will consider the views of learners, parents/carers, all stakeholders in the community, hard-to-reach groups.

6.10   We will also look at particular incidents, and trends over time related to bullying, intolerance and discrimination.

Appendices:

Equality Analysis and Objectives Pro-forma

Appendix 1 – Equality Analysis and Objectives Pro-Forma

For completion by each School/Free School in United Learning

PART ONE – Equality Analysis

Please complete the template in part one, detailing the evidence your School/Free School holds to demonstrate your compliance with the General Equality Duty in relation to all (staff and pupils), staff only and pupils only. Once completed, you should colour each of these in RED, AMBER or GREEN to highlight the level of current engagement for your School.
-   RED – high priority. To highlight in red, you will have found minimal evidence to demonstrate compliance with the Equality Duty for any particular characteristic. You will need to agree objectives as to how your School can achieve compliance.
-   AMBER – medium priority. To highlight in amber, you will have found some evidence to demonstrate compliance and these areas may form part of your objectives.
-   GREEN – low priority. To highlight in green, you will have found plenty of evidence to demonstrate compliance and it is unlikely that these areas will form part of your action plan.

Actions should be detailed in the final column. These actions will form part of your objectives.

PART TWO – Equality Objectives

Please review any sections you have highlighted in part one as high priority (coloured in RED) and formulate these actions into objectives (ensuring they are SMART – see guidance) and insert a deadline by which these will be achieved. Ensure the objectives are regularly reviewed and updated once achieved.

PART ONE – EQUALITY ANALYSIS

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
Race	All:	Equality Guidelines, translation of key documents, Harassment & Bullying Policy.	Inclusion Policy, celebrate diversity.	School activities to promote positive attitude to support protected groups, community activities, celebrate diversity, provision of translators. celebrate diversity, WWA Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, record of cases, recruitment monitoring, 1to1 meetings with line managers, advice sought from HR.	Those with protected characteristics included in developing Anti-Racist agenda; Fair recruitment processes, documents translated verbally or in written	Include staff with protected characteristics in activities, culture of academy, teamwork. staff briefings, monitoring of workforce Employee Assistance Program (EAP) Scheme.	
	Pupils:	Admissions Policy, Governors minutes, comparable attainment data, CPOMS records (racial, sexist and homophobic categories), analysis of 'micro population groups' as defined by Ofsted.	RE Curriculum, Chinese New Year, extended school activities, anti-bullying policy, use data to identify groups and implement planned interventions to meet needs, extended school activities to include all groups, EAL support, review exam results to determine actions and interventions, Student mentoring. Student Council, pupil voice.	Monitor types of bullying, content of graffiti, taking seriously reasons for school refusal, celebration assemblies, support national events, display flags from all countries, culture weeks, displaying student photos. Student Council; pupil voice. Conversations in home language with parents and pupils.	
Disability	All:	Equality Guidelines, Harassment & Bullying Policy.	Inclusion Policy, Equalities statement, Disability Discrimination Act (DDA) Compliance - reasonable adjustments made.	Forums and Newsletters. Communications record with parents of children with disabilities and provision for staff under DDA, WWA Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, recruitment and promotion data, support plans and info on phased	CPD access, dialogue with unions and other forums, staff welfare committee, EAP scheme, staff survey, fair recruitment procedures.	Fair and transparent HR processes, Occupational Health screening, reasonable adjustments made, EAP scheme, staff briefings.	

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
		returns, data on staff registered disabled.			
	Pupils:	SEN Policy, SEN achievement data, data on disabilities and adjustments made, evidence of SATS access, interviews with parents, DDA compliance, student support from academy, Disability & Access Policy, SEN/ EHCP, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Assemblies, RE curriculum, parent's forums and workshops, discussions on tolerance, Student Council, pupil voice.	Supporting students with disabilities, staff advised via medical pen pictures, strategies in place, Student Council, pupil voice.	
Sex	**All:**	Equality Guidelines, Community Cohesions Policy, Harassment & Bullying Policy.	Equality Guidelines, Inclusion Policy.	HR policies and procedures,	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, tribunals, 1-to-1 meetings. Equal pay claims, cases of whistleblowing, recruitment and promotion data.	CPD access, EAP scheme, Staff survey.	Fair and transparent processes, training availability and attendance, staff briefings, Occupational Health screening, EAP scheme.	
	Pupils:	Admissions Policy, Pupil results, evidence of improvement, pupil data, Governors minutes, CPOMS, analysis of 'micro population groups' as defined by Ofsted.	Inclusion, curriculum, assemblies, behaviour policy, Student Council, pupil voice.	Curriculum, training availability and attendance, assemblies, Student Council, pupil voice.	
Gender Reassignment	**All:**	Equality Guidelines, monitoring forms and surveys, Harassment & Bullying Policy.	Inclusions Policy. Easy access to informed, relevant advice. Newsletters.	Awareness of nationally recognised support groups who provide info e.g. GIRES and MERMAIDS. Forums and Newsletters, EAP scheme, WWA Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment	Staff training, clear recruitment processes, EAP scheme.	EAP scheme, staff briefings.	

Protected Characteristic	Group	What evidence do we hold that we **eliminate unlawful discrimination, harassment and victimisation?**	What evidence do we hold that we **advance equality of opportunity** with those who share a protected characteristic and those who do not?	What evidence do we hold that we **foster good relations** with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
		and promotion data for transgender, policy/guidance for staff transition.			
	Pupils:	Recording all equalities incidents, policy/guidance on pupil transition, incident reports, Governors minutes, comparable attainment data, CPOMS, Admissions Policy, analysis of 'micro population groups' as defined by Ofsted.	Anti-bullying to include specifically transgender (see Home Office booklet). PSHE or citizenship item on transgender, Student Council, pupil voice.	Monitor type of bullying, content of graffiti, taking seriously the reasons for school refusal and being bullied if gender related, assemblies to promote ethos & diversity, Student Council, pupil voice.	
Pregnancy & Maternity	*All:*	Equality Guidelines, Harassment & Bullying Policy,	Compliance with Guidelines and Policies, Inclusion Policy.	Ongoing communication and support, WWA Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Recruitment and promotion data, rate of return post maternity leave, HR policies and procedures, Grievance Procedure, tribunals.	Compliance with legislation, maternity entitlements, Flexible Working Requests / adjustments made.	Celebration of pregnancies and births, KIT days, invitations to academy events, paternity leave granted, Staff Briefings.	
	Pupils:	Exclusions Policy, SEN Policy, data available, student pen pictures, PHSE, Admissions Policy, achievement data, adjustment to timetable.	Adjustments to support learning, liaison with other agencies, flexibility over curriculum and exams, curriculum, results analysis, pastoral sessions (Jellyfish), Student Council, pupil voice.	Support network from pastoral team, student encouraged to maintain links with school during absence and kept informed of student activities, ongoing communication and support, curriculum, liaison with parents, assemblies, Student Council, pupil voice.	
Age	*All:*	Equality Guidelines, Harassment & Bullying Policy,	Compliance with Guidelines.	WWA Vision Statement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, age profile of staff, HR policies/procedures and	Compliance with legislation.	All events inclusive, CPD inclusive of all age ranges, community volunteers, guest speakers.	

Protected Characteristic	Group	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	What evidence do we hold that we advance equality of opportunity with those who share a protected characteristic and those who do not?	What evidence do we hold that we foster good relations with people who share a protected characteristic and those who do not?	What action do we need to take – these will form your objectives (see overleaf)
		guidance, CPD availability and attendance.			
	Pupils:	pupil curriculum.	Student Council, pupil voice.	All events inclusive, schoolwork experience, community volunteers, curriculum progression, guest speakers, assemblies, Student Council, pupil voice.	
Religion and Belief	*All:*	Equality Guidelines, Harassment & Bullying Policy,	Inclusion Policy, time off for religious observation.	Community involvement.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, recruitment and promotion data, 1-to-1 meetings with line managers.	Fair recruitment processes, documents translated, fair recruitment processes.	Assemblies, awareness and community involvement, time off for religious observation, staff briefings, WWA Vision Statement.	
	Pupils:	Group Equal Opportunities Student Statement, Admissions Policy,	RE curriculum, use data to identify groups and implement interventions, extended school activities for all, Student Council, pupil voice.	Students provided with time and space to observe, assemblies, community involvement, time off for religious observation, Student Council, pupil voice.	
Sexual Orientation	*All:*	Equality Guidelines, Harassment & Bullying Policy.	Inclusion Policy.	WWA Vision Statement, briefings.	
	Staff:	Equal Opportunities Statement, Recruitment & Selection Policy, Grievance Procedure, HR data, 1-to-1 meetings, recruitment data, grievance outcomes.	Fair recruitment processes, engage staff in policy development, EAP scheme.	Staff briefings, EAP scheme, 1-to-1's, assemblies.	
	Pupils:	Admissions Policy, CPOMS, Governors minutes, comparable attainment data, pupil population data – benchmarked against local population data, pupil exclusion for discriminatory behaviour, analysis of 'micro population groups' as defined by Ofsted.	RE curriculum, SRE curriculum, data to identify and implement interventions, Student Council/Voice.	Teamwork, any needs identified, and strategies put in place to support students, assemblies/ guest speakers, Student Council/Voice.	

Protected Characteristic	Group	Objective	Deadline
Race **Sex** **Age** **Religion and Belief** **Sexual Orientation** **Disability**		To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.	
Disability		To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.	
Sex **Gender Reassignment** **Sexual Orientation**			
Religion and Belief		To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.	