



The Milford Academy

Equality and Diversity Policy

Document Information

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Approved by: (if applicable)	Governing Body	Owner:	Joe Turner
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1. Introduction

- 1.1 At The Milford Academy we focus on the wellbeing and progress of every child and every member of our school community (staff, parents/carers/guardians and visitors) and recognise that each person is of equal worth and our Equality and Diversity Policy reflects how our school meets the duties as set out in the **Equality Act 2010**.
- 1.2 Our policy also seeks to ensure that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.3 We recognise that these duties reflect international human rights standards as expressed in the **UN Convention on the Rights of the Child**, the **UN Convention on the Rights of People with Disabilities** and the **Human Rights Act 1998**.
- 1.4 Our approach is based on seven key principles that apply to our whole school community, children, staff, parents/carers/guardians and visitors.
- 1.4.1 **Everyone in the whole school community is of equal value.** Whether disabled or not, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious/non-religious affiliation or faith background and whatever their sexual orientation.
- 1.4.2 **We recognise, respect and value difference and understand that diversity is strength.** We take account of difference and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender and gender identity, religion, belief/faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our school.
- 1.4.3 **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 1.4.4 **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate fully in school life.
- 1.4.5 **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion and in continuing professional development.
- 1.4.6 **We have the highest expectations of all our children.** We expect that all pupils can make good progress and achieve to their highest potential.
- 1.4.7 **We work to raise standards for all pupils, particularly our most vulnerable.** We believe that improving the quality of education for our most vulnerable pupils raises standards across the whole school.

2. **The Equality Act 2010**

- 2.1 The Equality Act 2010 is the foundation on which our legal responsibilities are built. The Act ensures that our children, staff and visitors are protected from discrimination, harassment and victimisation on the grounds of several '**protected characteristics**'. This means that our school cannot discriminate or treat people less favourably because of their **sex (gender), race, disability, religion/belief or none, gender reassignment, sexual orientation, pregnancy or maternity, marriage and civil partnership and age**.
- 2.2 The Act requires schools to comply with the **Public Sector Equality Duty** and two **specific duties**.
- 2.3 The **Public Sector Equality Duty** requires schools to:
- Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between different groups
 - Foster good relations between different groups.
- 2.4 The Act also has two **specific duties**.
- Schools publish information to show compliance with the Equality Duty
 - Schools publish **Equality Objectives** at least every four years.
- 2.5 The duties are listed in section **C. Other statutory documents** of the DfE's document entitled **Statutory policies for schools: Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law**.

3. Meeting the Public Sector Equality Duty

- 3.1 The following list is not exhaustive and schools should amend/add as they consider appropriate. These should be used to inform the school's equality objectives and actions in appendix 1. It is expected that schools will identify key priorities, informed by qualitative and quantitative analysis, and developed further over the four year cycle.
- 3.2 Schools can obtain further support and information from the City Council's Equality and Community Relations Team equalityanddiversityteam@nottinghamcity.gov.uk or telephone 0115 876 2747.
- 3.3 Schools should address the following points when considering their objectives and actions:
- 3.3.1 **What we are doing to eliminate discrimination, harassment and victimisation**
- We take account of issues of equality in relation to admissions and exclusions.
 - We work towards ensuring that reasonable adjustments are made for disabled people
 - We actively promote equality and diversity through the curriculum
 - Every policy will link in and make reference to the school's Equality and Diversity Policy.
 - We work towards creating an environment that champions respect for all.
 - We ensure that staff employment, training and promotion is based on principles of equality.
 - We will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.
- 3.3.2 **What we are doing to advance equality of opportunity between different groups**

- We know the needs of our school population and collect and analyse data e.g. gender, disability and ethnicity by year group in order to inform planning and identify targets for improvements particularly between specific groups of children e.g. disabled children, pupils with SEND and disadvantaged pupils.

3.3.3 What we are doing to foster good relations

- We prepare our pupils for life in a diverse society by ensuring that curriculum activities promote the spiritual, moral, social and cultural development of pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

3.4 Meeting the specific duties

3.4.1 What we are doing to show compliance to the Public Sector Equality Duty (PSED)

- We evaluate our success in meeting the PSED by the extent to which we achieve improved outcomes for the different groups within our school. We produce equality data which inform our Equality Objectives

3.4.2 What we are doing re: Equality Objectives

Our objectives for this policy cycle are:

1). To eliminate discrimination, harassment and victimisation we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disablism.

2). To advance equality of different groups by ensuring the school's attendance policy does not impact negatively on equalities groups

3). To foster good relations we will provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

Appendix 1, for each objective identified, includes an action plan to be monitored and reviewed on a regular basis and reported regularly Full Governing Body Meetings.

3.4.3 Consultation

- In order to meet the PSED, consultation of the Policy should be undertaken with the whole school community.

4. Roles and Responsibilities

4.1 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. A member of the governing body has a watching brief regarding the implementation of this policy.

4.2 Headteacher and Leadership Team

The Senior Leadership Team is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

4.3 Teaching and support staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any incidents of victimisation, discrimination, harassment and prejudice.
- Keep up-to-date with equalities legislation relevant to their work
- Support different groups of pupils through differentiated planning, teaching and making reasonable adjustments for disabled pupils and those for whom English is not a first language

4.4 Breaches

Breaches will be managed by the Headteacher and Governing body

4.5 Monitoring and Evaluation

We will collect and analyse qualitative and quantitative data relating to the implementation of this policy to monitor its effectiveness and will review and amend when necessary

Action Plan

Equality Objective No.1: To eliminate discrimination, harassment and victimisation we will continue to oppose all forms of prejudice, including, racism, antisemitism, Islamophobia, homophobia, transphobia, biphobia, sexism, ageism and disability.

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> Hate incidents reduce over time 	<ul style="list-style-type: none"> My Concern log of any incidents (listed above)

Activity	Lead	Progress Milestones
To ensure that displays in classrooms and corridors promote diversity in terms of race, gender and disability.	All staff Governors	More diversity reflected in school displays and materials for lessons across all year groups
To identify, respond and report racist incidents as outlined. To report the figures to the Governing body on a termly basis.	Head Teacher Governors	Staff, parents and pupils are happy with the effectiveness of response given by Teaching staff /SLT. Staff followed guidance consistently and effectively as outlined above. Governors are informed regularly of any recorded incidents regarding the equality groups. Nil reporting is consistently challenged
To ensure opportunities arranged within school have an appropriate balance between girls and boys particularly in sporting events	Head Teacher Inclusion Leader Governors	Equal representation / opportunities for boys and girls. Clubs are accessible to boys and girls with improved rates of participation in clubs where there is a stereotypical association.
To ensure pupils with a disability are actively involved in school activities.	Head Teacher	Pupils with a disability are participating in extra- curricular activities.
To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities	RE Leader PSHE Leader	Programme of assemblies organised and special days celebrated. Visitors from different groups to enhance the curriculum and broaden the children's understanding of the local and global community.
To ensure attendance at NST Diversity networks and information shared with staff as needed	SLT	Curriculum reflects current best practice

Equality Objective No. 2: To advance equality of different groups by ensuring the school's attendance policy does not impact negatively on equalities groups

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> All Pupils enjoy school and attend regularly Attendance consistently over 96% 	<ul style="list-style-type: none"> Pupil surveys Termly attendance analysis

<ul style="list-style-type: none"> No groups are disproportionately present in analysis 	<ul style="list-style-type: none"> Pupils with SEND and disadvantaged pupils are not over-represented in un/authorised absence figures
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Activity	Lead	Progress Milestones
To ensure the attendance of all pupil is at 96%	Attendance lead Headteacher Assistant Headteacher – Development leader	Half termly attendance analysis, including groups Monitoring of attendance based on groups Interventions for any pupil who needs

Equality Objective No. 3: To foster good relations we will provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

OUTCOMES	MEASURED BY
<ul style="list-style-type: none"> Children are able to describe their own culture Pupils respectfully describe and compare other cultures with their own 	<ul style="list-style-type: none"> Pupil surveys Pupil discussion Participation in full range of activities and cultural events

Activity	Lead	Progress Milestones
Visitors from different groups to enhance the curriculum and broaden the children’s understanding of the local and global community. Carefully consider taught themes to ensure cultural balance	SLT	Long Term Curriculum plan includes themes and activities which promote diversity and cultural awareness
To celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities	RE Leader PSHE Leader	Programme of assemblies organised and special days celebrated.