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**KING EDWARD VI
ACADEMY TRUST
BIRMINGHAM**

Equality Plan

for King Edward VI Aston School

March 2021

Version: March 2021 (including King Edward VI Aston School's Equality, Diversity and Inclusion committee mission statement)

Ratified by the Governing Body: July 2021

Signed by the Governing Body: Mr G. Dupree (Chair of Governors)

To be reviewed (every 3 years): July 2024

Equality Plan

1. Mission statement

“We believe that all members of our community are entitled to be treated fairly and equally regardless of their race, ethnicity, religion, gender, sex, sexuality, or disability. Our purpose is to challenge discrimination in all its forms so that our students can achieve educational excellence”

King Edward VI Aston School is committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the School, irrespective of race, ethnicity, gender, disability, sexual orientation, religion or belief. We aim to develop a culture of inclusion and diversity in which all those connected to the School feel proud of their identity and are able to participate fully in school life.

Students will be monitored by the above protected characteristics and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, by challenging stereotypes and by creating an environment which champions respect for all. At King Edward VI Aston School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit.

This plan supersedes all of the school’s existing disability, gender & race plans.

2. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the School operates equality of opportunity in its day-to-day practice in the following ways:

Teaching and learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest levels of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by protected characteristics and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school population and local community in terms of protected characteristics;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues to reflect on social stereotypes, expectations and their impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school

population, which are inclusive and reflective of our students.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate with regard to protected characteristics.

Exclusions will always be based on the School's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and addressed.

3. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff at King Edward VI Aston School.

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer duties

As an employer we seek to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and when allocating Teaching and Learning Responsibilities (TLR) and when re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

4. Equality and the law

There are a number of statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005) and the Equality Act (2010).

Public Sector Equality Duty

Under the Equality Act 2010, it is unlawful to discriminate against a student or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.'

The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

A person's age is also a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not however apply to students, and so the school is free to arrange students in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty which applies to public bodies, including academies. The School will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act;
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it by removing or minimising disadvantages suffered by people with a particular characteristic;
- Taking steps to meet the particular needs of people who have a particular characteristic;
- Encouraging people who have a particular characteristic to participate fully in any activities;
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought will be given to the equality implications.

4a. Disability

This section should be read in conjunction with the school's Special Educational Needs Policy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Disabled persons can include those with HIV, multiple sclerosis and cancer (although not all cancers).

In the case of mental illness, the person must demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties include taking steps to meet disabled people's needs even if this requires more favourable treatment.

4b. Specific duties

Under our specific duty we will:

- Publish information to demonstrate how we are complying with the Public Sector Equality Duty
- Prepare and publish equality objectives.

5. Consultation and involvement

Input by staff, students, parents and carers will be used to inform Equality Objectives as follows:

- Feedback from the annual parent questionnaires, parents' evenings, parent focus meetings;
- Input from staff surveys or through staff meetings and consultation groups;
- Feedback from the Student Council, PSHE lessons, whole school surveys on children's attitudes to self and school;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans and through mentoring and support;
- Feedback at Governing Body meetings.

6. Roles and Responsibilities

The Role of Governors

- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the School is fully inclusive to pupils, and responsive to their needs based on the protected characteristics.
- The Governing Body will seek to ensure that people are not discriminated against when applying for jobs at our School on grounds of the protected characteristics.
- The Governors will take all reasonable steps to ensure that the school environment gives access to people with disabilities, and will also strive to make school communications as inclusive as possible for parents, carers and students.
- The Governors will welcome all applications to join the School, whatever a child's socioeconomic background, race, gender or disability.
- The Governing Body will ensure that no student is discriminated against whilst in our School on account of their race, sex, disability, gender, religion or belief or the fact that they are undergoing gender reassignment.

The Role of the Headteacher

- It is the Headteacher's role to implement the School's Equality Plan and he will be supported by the Governing Body in doing so.
- It is the Headteacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Headteacher will ensure that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.

- The Headteacher will promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher will treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist and homophobic incidents, with due seriousness.

The Role of all Staff (support & teaching):

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the School's Equality Plan and objectives.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and that challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers will support the work of associate staff and encourage them to intervene in a positive way against any discriminatory incidents.

7. Tackling discrimination

Harassment or victimisation on account of race, gender, disability, sexual orientation, gender reassignment or pregnancy is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to a pupil's individual circumstances.

Staff and governors should be aware of both direct and indirect discrimination and understand the differences.

Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.

Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying will be dealt with by the member of staff present, escalating to the Headteacher where necessary.

All racist and homophobic incidents will be reported to the Headteacher and racist, homophobic and sexist incidents will be reported to the Governing Body on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person"

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a prohibited act") in connection with the

Act. Eg. Making an allegation of discrimination.

Types of discriminatory incident

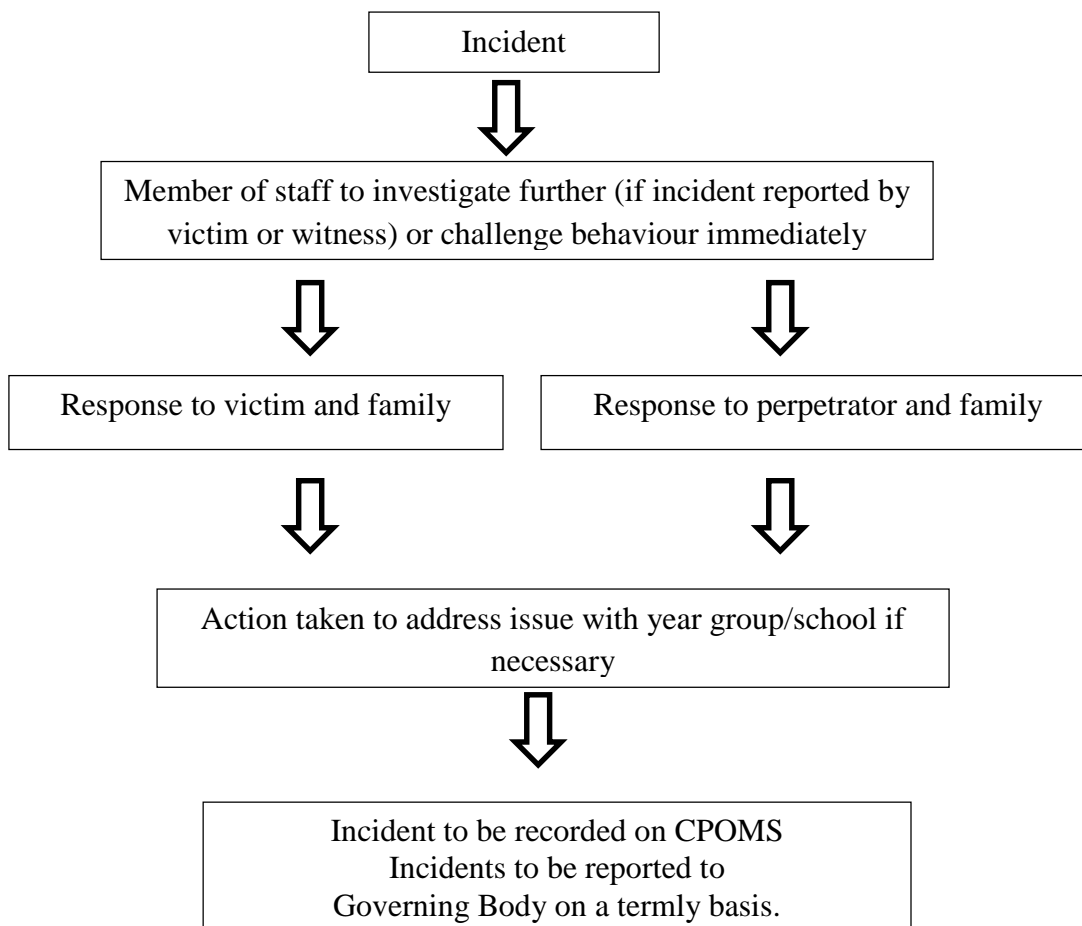
Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

All staff, teaching and support, should view dealing with incidents as vital to the wellbeing of the whole school.

The procedure for responding and reporting is outlined below



8. Review of progress and impact

The objectives will be agreed by the Governing Body. There is a rolling programme for reviewing school policies and their impact. In line with legislative requirements, we will review progress against our equality objectives annually and review the entire plan and accompanying action plan on a three year cycle.

We will make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we will regularly monitor achievement by protected characteristics to ensure that all groups of pupils are making the best possible progress, and will take appropriate action to address any gaps.

9. Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information to demonstrate how we are complying with the Public Sector Equality Duty and to prepare and publish objectives, we will

- Publish information to show how we are complying with the Public Sector Equality Duty (PSED).
- Prepare and publish equality objectives.

Publication will be done through newsletters, assemblies, meetings and the school website. Copies of relevant policies will also be published.

Information that demonstrates how the School is complying will be published at least annually, and information on objectives at least every three years.

Publication of information in future years will include evidence of the progress made against the objectives set. The information released will not simply be statistical data.

This plan will be approved by the governing body at their People's Committee meeting on 7th July 2021.

It will be reviewed every three years.