



Hinckley

ACADEMY

EQUALITY POLICY AND OBJECTIVES

Date of Last Review:	October 2021
Reviewed by:	Azizah Pathan, Vice Principal
Frequency of Review:	Every 4 years
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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics - between people who share a protected characteristic and people who do not share it

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives. This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools

This document also complies with our funding agreement and articles of association.

3. Roles and Responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily
- basis to the Head of School.

All school staff are expected to have regard to this document and to work to achieve the objectives in Section 8.

4. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people who are connected to a particular characteristic they have (e.g. students with disabilities and students who are being subjected to homophobic bullying)
- Taking steps to meet students with particular needs
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all student to be involved in the full range of school societies) In fulfilling this aspect of the duty, the school will:
- Publish attainment data each academic year showing how student with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

6. Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching PSHE and RE in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

8. Equality Objectives

- To narrow the progress and attainment gaps in English and Maths for disadvantaged students and for those identified as having barriers to their learning including SEND, CLA and pCLA so they are in line with national average.
- To provide high quality provision and strong support (academic; attendance, behaviour and well-being) for students who have the most significant gaps in their learning as a result of the pandemic, with a particular focus on students in Years 10 and 12, so achievement is at least in line with national average.
- To improve the attendance rates and reduce the persistent absence of all students and in particular disadvantaged students and for those identified as having barriers to their learning including SEND, CLA and pCLA, so they are in line with national average.
- To increase student aspiration and equality of opportunity through high quality teaching and learning, careers advice and guidance and enrichment opportunities to maximise positive destinations and reduce NEET.
- To ensure that all students and staff are aware of the protected characteristics, embed a culture tolerance and respect, and ensure there is no bias, discrimination or prejudice towards these groups resulting in a reduction of negative incidents.
- To ensure staff well-being and welfare are a high priority in the decision-making processes resulting in a highly satisfied and committed workforce.

9. Monitoring Arrangements

This document will be reviewed by the Head of School/Governing Body at least every 4 years.

10. Links with other plans and policies

Our Equality Objectives have been determined and agreed through consultation with a variety of key stakeholders within our school community and underpin the policies outlined below, but more importantly our daily work with learners. Our policies and practice are regularly reviewed and reported to our Local Governing Body on a termly basis, which includes progress with regard to upholding each objective.

This document links to the following policies:

- SEND Policy and Local Offer, Accessibility Plan and SEND Plan
- RSHE Policy
- Pupil Premium
- School Improvement Plan
- Anti-bullying Policy