

# Equality Policy (Statutory)



## Preamble

The Equality Policy for Nunthorpe Academy brings together all previous policies, schemes and action plans around equality.

It sets out the Academy's approach to promoting equality and includes all the protected characteristics as defined by the Equality Act 2010, and also the academy's commitment to the development of community cohesion. This is to ensure that equality of opportunity is available to all members of the Academy community. These members include:

- Students
- Staff
- Parents/carers
- The governing body
- Multi – agency staff linked to the academy
- Visitors to the Academy
- Students on Placement (including NESTA trainees)

## Purpose

The purpose of this policy is to set out how the Academy and its policies and practices have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity and
- Foster good relations between groups.

## Academy Context

- We currently have 1596 students.
- 841 girls and 755 boys
- 9.59% of our students have an ethnic minority background (4 students did not provide us with this information so they have been included in this percentage)
- 12.66% of our students have free school meals
- 12.78% of our students have Special Educational Needs

## Ethos and Nunthorpe Academy Duties

1. At Nunthorpe, the leadership of the Academy will demonstrate mutual respect between all members of the school community.
2. There is an openness of atmosphere which welcomes everyone to the academy and seeks to foster warm, welcoming and respectful environments, which allow us to challenge discrimination and inequality and resolve conflicts peacefully and work and learn free from harassment.
3. The displays around the Academy are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored.
4. Provision is made to cater for the spiritual needs of all children through planning of assemblies, classroom based and external based activities.

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**Nunthorpe  
Academy**

5. Opportunities for promoting our vision in relation to equality are met across all aspects of Academy life, including the provision of extended services.

## **Roles and Responsibilities**

### **The Academy Trust (Governing Body)**

1. Will ensure that the Academy complies with statutory requirements of equalities legislation and that this policy and the Action Plan/ Objectives meet those duties.
2. The Trust will designate a Governor with specific responsibility for Equality and the Governing Body as a whole, will support the Principal in implementing any actions as necessary.
3. Will review the Policy annually and the objectives every 4 years.

### **The Principal**

1. Will ensure this policy is implemented and readily available to all.
2. Will ensure staff are aware of their responsibilities and are given necessary training and support to implement this policy.
3. With the support of the Academy Trust, will monitor the policy and then report to the Governors on the effectiveness of the policy.
4. Will take appropriate action in cases of harassment and discrimination.
5. Will ensure that the Senior Leadership Team (SLT) are kept up to date with any developments affecting the policy or actions arising from it.

### **SLT**

1. Are to have responsibility for supporting other staff in implementing the Equality Policy to ensure equality within each remit.
2. To have responsibility for supporting other staff in implementing the Equality Policy and revision of the action plan/objectives, to ensure equality of academic outcomes for different student groups.
3. Provide a lead in the dissemination of information relating to the policy.

### **All Academy Staff**

1. Are to promote an inclusive and collaborative ethos in accordance with the academy's aims which enable students to access learning and maximise their progress.
2. Challenge inappropriate language and behaviour.
3. Respond appropriately to incidents of discrimination and harassment
4. Ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.
5. Will take steps to ensure all visitors to the Academy adhere to the Academy's commitment to equality.

### **Students**

1. Treat each other with respect,
2. To explore diversity with a healthy positive approach and
3. To value diversity.
4. They will speak out if they witness or are subject to any inappropriate language or behaviour or feel they have been treated unfairly.

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## Policy Development

The development of this policy has involved the whole school community and we have involved and listened to all parties. This document has been drawn up as a result of the outcomes of a transparent process with:

- Our students  
Through our PSHE curriculum, assemblies, Student Voice group
- Our staff  
Staff discussions, briefings and feedback from CPD
- Our Academy governors  
Committee meetings
- Parents/carers  
Website and newsletters and feedback from Parental Review Evenings

## Monitoring and Review

Nunthorpe Academy use the curriculum, and teaching to enhance, the self esteem of all it serves and to provide a learning environment in which each individual is encouraged to fulfil his/her potential.

We collect and analyse a range of equality information for our students by making regular assessments of students' learning. The academy uses this information to track student's progress, as they move through the academy. As part of this process, we regularly monitor the performance of different groups to ensure that all groups of students are making best possible progress and Nunthorpe uses this information to adjust future teaching and learning plans, as necessary.

Resources are available to support students where the information suggests that progress is not as good as it should be.

The Academy Governing body receive regular updates on student performance information.

Academy performance information is compared to national data and LA data, to ensure that students are making appropriate progress when compared to all schools and to schools in similar circumstances.

As well as monitoring student performance information, the academy also regularly monitor a range of other information. This relates to:

- Attendance
- exclusions and truancy
- racism, disability discrimination, sexism, homophobia and all forms of bullying
- parental involvement and
- participation in extended learning opportunities

All monitoring activities enable the academy to identify any differences in student performance and provide specific support as required, including Pastoral support. This allows Nunthorpe to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Nunthorpe Academy is committed to providing a working environment free from discrimination, bullying, harassment, and victimisation. We aim to recruit an appropriately qualified workforce and establish a

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Academy**

governing body that is representative of all sections of the community in order to respect and respond to the diverse needs of our population.

We also collect and analyse a range of profile information for our staff and governors, for example:

- applicants for employment
- staff profile
- governing body profile
- attendance at training events
- staff appraisal/performance management
- exit interviews

## Teaching and learning

We aim to provide all of students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- provide equality of access for all students and prepare them for life in a diverse society
- use materials that reflect a range of cultural backgrounds, without stereotyping
- use materials to promote a positive image of an attitude towards disability and disabled people
- promote attitudes and values that will challenge discriminatory behaviour
- provide opportunities for students to appreciate their culture and religions and celebrate the diversity of other cultures
- use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
- develop student advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality
- ensure that the whole curriculum covers issues of equality and diversity;
- all subject leaders departments, where appropriate, promote and celebrate the contribution of different cultures to the subject matter
- seek to involve parents in supporting their child's education
- provide educational visits and extended learning opportunities that involve all student groups
- take account of the performance of all students when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all groups of students
- identify resources and training support staff development

## Learning Environment

There is a consistently high expectation of all students regardless of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination. All students are encouraged to improve on their own achievements and not to measure themselves against each other. Parents are also encouraged to view their own children's achievements in this light.

Adults and the school will provide good, positive role models in their approach to all issues relating to equality of opportunity, and the school places a very high priority on the provision of special educational needs and disability.

All students are encouraged to be actively involved in their own learning and a range of teaching methods are used throughout the school to ensure that effective learning takes place at all stages, for all students.

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## Curriculum

At Nunthorpe Academy, we aim to ensure that:

- planning reflects our commitment to quality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity
- students will have the opportunities to explore concepts and issues relating to identity and equality
- steps are taken to ensure that all students have access to mainstream curriculum by taking into account their cultural, backgrounds, linguistic needs and learning styles
- all students have access to qualifications which recognise attainment and achievement and promote progression.

## Resources and Materials

The provision of good quality resources and materials at Nunthorpe Academy is a high priority. These resources should reflect a variety of viewpoints, shall show positive images of males and females in society, and include non-stereotypical images of all groups in the global context.

## Language

The Academy recognises that it is important that all members of the school community use appropriate language which does not; transmit or confirm stereotypes, does not offend. That all should create and enhance positive images of particular groups, and use accurate language when referring to particular groups or individuals and should challenge in instances where this is not the case.

## Provision for Bi- lingual Students

We undertake to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- students for whom English is an additional language
- students who are new to the United Kingdom
- Traveller children

## Personal Development and Pastoral Guidance

Staff will always take account of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination and the experience and needs of particular groups such as refugee and asylum seeker students.

All students are encouraged to consider the full range of career opportunities available to them without discriminatory boundaries being placed on them due to their disability, gender, race or sexual orientation.

All students/staff/parent/carers are given support, as appropriate, when they experience discrimination.

Positive role models are used throughout the Academy to ensure that different groups of students can see themselves reflected in the school community and emphasis is placed on the value that diversity brings to the school community rather than the challenges.

## Staffing and Staff Development

We recognise the need for positive role models and distribution of responsible staff. This must include students having access to a balance of male and female staff at all key stages where possible.

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We encourage the career development and aspirations of all school staff, and it is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students.

The access to opportunities to staff for personal development, is monitored on equality grounds.

All those involved in recruitment and selection of staff, are trained and are aware of what they should do to avoid discrimination which ensures quality good practice throughout the recruitment and selection process.

In accordance with the Equality Act we do not enquire about the health of the applicant until the job offer has been made. All that is required is simply a generic health questionnaire as part of the application process.

Equalities policies and practices are covered in all staff inductions along with all temporary staff.

With regard to disability, we make such reasonable adjustments (as necessary) to prevent a disabled person being at a substantial disadvantage in comparison to people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, proportions, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

The academy takes necessary action to remove barriers to inclusion and works hard to ensure safe, positive and inclusive environments. We have disabled access parking bays, disabled toilets, and offer a hearing loop and we ensure the safety and well-being of all our staff by taking seriously incidents of harassment and discrimination and will act accordingly to deal with them.

### **Partnerships with Parents/Carers/Families and the Wider Community**

The Academy will work with parents/carers to help all students to achieve their potential. All parents/carers are encouraged to participate in a full life of the school.

Members of the local community are encouraged to join in school activities.

### **Commissioning and Procurement**

Nunthorpe Academy will ensure that we will only buy services from organisations that comply with equality legislation. This will be a significant factor in any tendering process.

We also ensure that all contract conditions require that contractors comply with the relevant legislation and with our equality policy; this is also applicable to any subcontractors.

### **The implementation, monitoring and reviewing of the equality policy**

This policy will be published annually and will be actively promoted and disseminated, throughout our website/intranet.

Implementation, monitoring and review of this policy is the responsibility of our senior leadership team and our governors who have in turn approved and published this policy.

The policy clearly outlines the Academy's priorities and links the priorities to specific and measurable objectives. The action plan and objectives, will be published to enable an impact assessment to be undertaken at the appropriate time within a given timescale, which in turn will help the Academy achieve the aims of the general equality duty.

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