



Equality Scheme and Objectives Policy

November 2024

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Lead Person: Mr T Fisher

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Aim

This single policy replaces separate policies on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government in December 2011 and March 2012. Part One sets out the aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

Part one

Core Purpose

The core purpose of the Academy is to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. Ernulf Academy is to enable all students to take part in educational as well as social and emotional learning by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Core Values

We value:

- care and respect for self and others
- honesty
- clear and open communication
- strong relationships and shared goals achieved through teamwork

Working in partnership with students, their families and the wider community, we believe that each young person should:

- be safe
- be healthy
- give and receive respect as an individual
- enjoy and achieve in school and beyond
- understand their rights and responsibilities as citizens and recognise the importance of making a positive contribution to society
- develop moral awareness, cultural understanding and appreciation of diversity.

Objectives and desired outcomes

The overall objective of the Academy's Equality Policy is to provide a framework within which the Academy may fulfil their duty to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity
- promote good relations and positive attitudes between people of diverse backgrounds particularly promoting understanding and tackling prejudice.

In particular, the Academy will:

- remove or minimise disadvantages suffered by individuals connected to one of the Protected Characteristics
- take steps to meet the needs of individuals who share a relevant Protected Characteristic that are different from the needs of persons who do not share it
- encourage and support individuals who share a relevant Protected Characteristic to participate in any aspect of school life in which representation by members of that demographic is disproportionately low.

Ernulf Academy will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the Protected Characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, sex, sexual orientation). Two of the Protected Characteristics, namely age and marriage and civil partnership, are unlikely to apply to students, but are relevant to employees in school.

The Academy recognises that there is a duty to ensure that no student or potential student is harassed, victimised or discriminated against:

- in relation to admissions
- in the way we provide education for students
- in the way we provide students access to any benefit, facility or service or when excluding a student or applying any other sanction.

The principles of this policy apply to all members of the extended community – pupils, staff, Trust Management Body (TMB) members, parents and community members. In all activities, we will demonstrate:

- how this policy is applied to all members of our community: students, staff, TMB members, parents and (as far as is practicable) those who live and work in our catchment area
- excellence of provision so as to fulfil each student's potential and promote the highest levels of achievement
- recognition and celebration of the differences that exist amongst us
- fairness of treatment for all members of our community
- commitment to challenge and eliminate discrimination wherever it exists.

At Ernulf Academy, we will:

- Take reasonable steps to meet students' needs by using a variety of approaches and planning reasonable adjustments for disabled students, enabling our students to take as full a part as possible in all the activities the Academy offers.
- Make reasonable adjustments to ensure the learning environment and activities are as accessible and welcoming as possible for students, staff and visitors to the Academy.
- Actively encourage positive attitudes towards students and staff and expect everyone to treat others with dignity and respect.
- Monitor the progress and achievement of students. This information will help the academy to ensure that individual students are achieving their potential, that the provision is being inclusive in practice, and trends are identified

which inform the setting of our equality objectives.

- Regularly consider the ways in which the taught and wider curriculum will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action. We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- Collect and analyse information about the Protected Characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity.
- Ensure the curriculum is accessible to all students with special educational needs and disabilities (SEND) or those for whom English is not their first language (EAL). Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all students are able to take part in extra-curricular activities and residential visits.
- Seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.
- Monitor bullying and prejudice-related incidents and ensure these are dealt with effectively. Training will be given to ensure staff are aware of the process for reporting and following up incidents of prejudice-related bullying. We expect that all staff will be role-models for equal opportunities, deal with incidents and be able to identify and challenge prejudice and stereotyping. Racist incidents will be reported (see staff form Appendix 3)
- Raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- Regularly seek the views of students, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all users. We will regularly review our accessibility plans.
- Ensure staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- Establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed in line with statutory guidance.
- When drawing up policies, consider that it is best practice to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with Protected Characteristics. As a minimum, we will consider to what extent a new/revised policy, practice or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the Protected Characteristics) and recommend changes/mitigations should it feel the policy, practice or plan could be improved to fulfil the duties.

Part Two

1-Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

2-The 'Protected Characteristics' within equality law are:

Age - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

Disability - A person has a disability if they have, or have had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Gender reassignment - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this gender identity. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

Marriage and civil partnership – Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

Pregnancy and maternity - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Race - A person's colour, nationality, ethnic or national origin. It includes travellers and gypsies as well as white British.

Religion and belief - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent an Academy from carrying out collective worship or other curriculum-based activities, but students may withdraw from acts of collective worship.

Sex - A man or a woman.

Sexual orientation - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant. For example, a child may have an older sibling or parent who is homosexual. Academies with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

3-‘Prohibited Conduct’ (acts that are unlawful):

Direct discrimination - Less favourable treatment because of a Protected Characteristic.

Indirect discrimination - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

Discrimination arising from disability - Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

Gender re-assignment discrimination - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave).

Pregnancy/maternity related discrimination - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception - For example, discriminating against someone because they care for a disabled relative.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated. So, for example, an Academy must not discriminate by refusing to admit a student because his parents are homosexual. It would be race discrimination to treat a white student less favourably because they have a black best friend.

Academies are allowed to treat disabled students more favourably than non-disabled students, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities.

4-Public Sector Duties (applies to Academies):

An Academy must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
- Advance equality of opportunity (remove or minimise disadvantage; meet people’s needs; take account of disabilities; encourage participation in public life).
- Foster good relations between people (tackle prejudice and promote understanding).

In practice, ‘due regard’ means giving relevant and proportionate consideration to the duty, so decision makers in Academies must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

5-Reasonable Adjustments and Accessibility Plans (Schedule 10) Academies are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature which puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts;
- Take reasonable steps to provide auxiliary aids/services;
- Provide information in an accessible format;
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will increase disabled pupils' access to the Academy curriculum;
- Improve the physical environment;
- Improve provision of information.

The duty is an anticipatory and continuing one that Academies owe to disabled pupils generally, regardless of whether the Academy knows that a particular pupil is disabled or whether the Academy currently has disabled pupils. The Academy will need to plan ahead for the reasonable adjustments that it may need to make.

For more information, download guidance from the [DfE](#) and [Equality Human Rights](#) website, which includes the guidance for education providers. The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

Responsibilities 1-Trust Management Board:

- Ensure that the Academy complies with equality-related legislation;
- Ensure that the policy and its procedures are implemented by the Principal;
- Ensure all other Academy policies promote equality;
- Give due regard to the Public Sector Equality Duty when making decisions.

2-Principal:

- Implement the policy and its related procedures;
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy;
- Take appropriate action in any case of actual or potential discrimination;
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Academies should no longer require job applicants to complete a generic health questionnaire. Neither should an Academy seek out past sickness records until they have made a job offer;
- Ensure that all staff and students are aware of the process for reporting and following up bullying and prejudice-related incidents.

3-Heads of Departments are responsible for:

- ensuring all departmental practices comply with this policy
- ensuring departmental literature refers to this policy
- monitoring the implementation of this policy within their department
- providing support and training for colleagues in implementing the policy.

4-Staff with significant pupil/Student Support responsibilities are responsible for:

- promoting this policy amongst pupils and students
- taking appropriate action in cases of harassment and discrimination involving students
- providing support and training for tutors in implementing this policy.

5-All staff:

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping
- Know how to report relevant information (such as racist incidents) so that these are logged (on CPOMS)
- Promote equality and good relations and not discriminate on any grounds
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation
- To be models of equal opportunities through their words and actions.

6-Students:

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

7-Visitors (e.g. parent helpers, contractors):

- To be aware of, and comply with, the school's equality policy
- To behave with respect and fairness to all members of the community
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

8-The Academy will:

- seek to ensure that they are aware of their responsibilities
- as appropriate, advise visitors and contractors of their responsibilities.

<p>4. engage with staff, students, parents and the community regarding disability issues.</p>			
<p>Assessment</p> <ul style="list-style-type: none"> with particular attention to vulnerable groups, ensure all staff are tracking students' progress and are using a range of strategies to tackle underachievement. 	<ul style="list-style-type: none"> students are aware of their progress and what they need to do to improve; students who are underachieving are supported to improve through appropriate intervention strategies; the student support team is aware of those students who are underachieving and coordinates intervention when appropriate; students feel challenged and supported to achieve their best. 	<p>Data is used to track the performance of all students with particular emphasis on vulnerable groups of students Interventions put in place for students who are underachieving against prior data.</p>	<p>Regular review / Ongoing - 2025</p>
<p>Attendance</p> <ol style="list-style-type: none"> monitor the attendance of students with SEND take any action necessary to address differences in the attendance of students. 	<ol style="list-style-type: none"> support will be provided if attendance is below that of students without SEND 	<p>Attendance is monitored on a weekly basis in the Academy working in conjunction with the Education Welfare Officer. There is also an annual review so that more general patterns can be identified.</p>	<p>Ongoing (-2025) with annual review.</p>
<p>Learning and teaching</p> <ul style="list-style-type: none"> ensure staff meet the needs of students from diverse backgrounds including those with EAL. <ol style="list-style-type: none"> ensure that all students with a SEND have an individual learning plan which provides guidance for staff on appropriate strategies e.g. use of audio, enlarging print; 	<ul style="list-style-type: none"> vulnerable students engage with learning; students with EAL make appropriate progress at the end of KS4. <ol style="list-style-type: none"> students' learning will be more personalised and this should impact on progress; 	<p>SEND registers noting disabilities to be updated and maintained</p>	<p>Ongoing (-2025) with annual review.</p>

<p>2. focus on differentiation of input and outcomes in individual lessons for pupils where needed</p>	<p>2. students are positive about their learning experiences and feel they are making progress and their needs are being addressed.</p> <p>3. variations in students' performance (by gender, SEND, pupil premium, ethnicity / EAL) are addressed constructively with departments/teams as appropriate.</p>	<p>EAL information to be accessed via the Management Information System / Astrea Athena</p>	
<p>Curriculum</p> <ul style="list-style-type: none"> • ensure the curriculum challenges stereotypes / supports the protected characteristics; • ensure access to all curriculum pathways. <ol style="list-style-type: none"> 1. ensure the curriculum addresses issues of disability and celebrates diversity; 2. ensure the curriculum challenges stereotypes and promotes the Equality Act / protected characteristics; 3. ensure access to a broad and balanced curriculum (wherever possible); 4. ensure any reasonable adjustments are made in order that students with a disability can access the same provision as students who do not have a disability. 	<ul style="list-style-type: none"> • students have opportunities to learn about and celebrate different cultures and faiths; • students have opportunities to consider their own views on equality and to challenge stereotypes; • students receive appropriate Information, Advice and Guidance and choose an appropriate curriculum pathway based on available data, professional opinion and their interests and aspirations. <ol style="list-style-type: none"> 1. students have opportunities to learn about and celebrate the achievements of people with disabilities; 2. students have opportunities to consider their own views on equality and to challenge stereotypes; 3. students receive appropriate Information, Advice and Guidance and choose an appropriate 	<p>Map curriculum experiences to ensure issues are addressed and stereotypes challenged;</p> <p>Year 9 options choices and Year 11 destinations information to be monitored and evaluated.</p> <p>Ascertain and evaluate pupil voice</p>	<p>Ongoing (-2025) with annual review</p>

	curriculum pathway based on available data, professional opinion and their interests and aspirations.		
Harassment, victimisation or discrimination <ol style="list-style-type: none"> 1. the school will log any incidents relating to the protected characteristics on CPOMS 2. address issues related to the protected characteristics in assemblies, PSHE and the curriculum where appropriate. 	<ol style="list-style-type: none"> 1. all persons involved will recognise the equality implications of any incident and appreciate how the situation is dealt with in the light of this. 2. students will have a greater understanding of equalities; 3. the number of incidents will be low and will be dealt with appropriately with staff and students involved feeling supported and having confidence in the outcomes. 		Ongoing (-2025) with annual review
Trips and extra-curricular activities <ul style="list-style-type: none"> • continue to monitor students' involvement in trips, visits and extra-curricular activity – considering the Protected Characteristics • wherever possible, make reasonable adjustments to ensure that a student with a disability can participate in trips or extra-curricular activities as appropriate. 	<ol style="list-style-type: none"> 1. involvement is broadly proportionate to the student population relevant to the activity; 2. students with a disability will be able to access appropriate trips due to reasonable adjustments being made. 	Staff to consider the attendance of different groups of pupils on trips, ensuring appropriate actions are taken in response	Ongoing (-2025) with annual review
Personal Emergency Evacuation Plan <ol style="list-style-type: none"> 1. students with a SEND/ medical need have a personal emergency evacuation plan (if appropriate) as a result of an individual meeting with a member of staff 	<ol style="list-style-type: none"> 1. students are able to evacuate safely in the event of an emergency. 		Ongoing (-2025) with annual review

<p>Sanctions and exclusions</p> <p>1. monitor the number of exclusions and sanctions for students from different pupil groups, considering the protected characteristics such as gender, EAL/ethnicity, SEND (take any action necessary to address the difference in numbers)</p>	<p>1. the Academy will be monitoring that groups of vulnerable students are not being treated less favourably than their peers</p> <p>2. students will receive support to help them improve their attitude and/or behaviour as appropriate.</p>	<p>Exclusions are monitored on a weekly basis centrally.</p>	<p>Ongoing (-2025) with annual review</p>
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Appendix 2 - Definitions

Equality - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community - From the school's perspective, the term "community" has a number of meanings:

- The school community – the students we serve, their families and the school's staff.
- The community within which the school is located – in its geographical community, and the people who live and/or work in that area.
- The community of Britain – all Academies by definition are part of it.
- The global community – formed by international links

Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

