



Equalities Policy and Plan

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| Written | April 2018 |
| Date of review | April 2020 |
| SLT Lead | Lynne Smith |
| Signed: Head Teacher | _____ |
| Chair of Trustees | _____ |



The Iffley Academy is committed to ensuring that equality applies to all members of the academy community: students, parents, community, staff and governors. The Academy aims to provide equality of education and opportunity for all. The academy meets the needs of all, taking account of learning ability, special needs, disability, ethnicity, culture, gender, language, race, age, faith or belief, sexual orientation and socio-economic factors.

Such aims include:

- Ensuring that all students and staff are encouraged and able to achieve to their full potential
- Reasonable adjustments are made for special needs/disability
- Respecting, valuing and celebrating differences between people
- Preparing students for life in a diverse society
- Acknowledging and addressing prejudice and prejudice based incidents and taking positive action to eliminate this
- Making the academy a place where everyone feels welcomed and valued
- Increasing participation and fostering good relations between different groups within the academy and within the wider community
- Ensuring that an inclusive ethos is established and maintained

It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a diverse society.

Leadership and Management

All school policies reflect a commitment to inclusion and equalities. A clear ethos is also set by the governing body and the school leadership and management, which reflects the academy's commitment to equality for all members of the academy community. The academy advances equality of opportunity through positive and proactive approaches to valuing and respecting diversity.

The governors take all reasonable steps to ensure that the academy environment gives access to people with disabilities, and also strive to make academy communications as inclusive as possible for parents, carers and students.

The school management works in partnership with others to eliminate all forms of oppressive behaviour; prejudice related incidents, bullying and discrimination.

Members of the academy community, including students, parents, community and staff, are consulted and contribute to the development and review of policy documents. The academy ensures the involvement of governors and values contributions.

The development of teaching, learning and the curriculum are monitored to ensure high expectations of all students and appropriate breadth of content in relation to the academy, local, UK and global community.

Responsibilities

The Governing Body and Head Teacher will ensure that the academy complies with all relevant equalities legislation and ensures that the policy, related procedures and strategies are implemented. The Head Teacher will also ensure that all staff are aware of their responsibilities under policies.

Lynne Smith, Deputy Head Teacher, will be responsible for leading on equalities.

The academy recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Students or families with different religions or beliefs
- Students and others with special educational needs
- Students and others with a range of disabilities
- Children looked after and their carers
- Children or staff who are gay or lesbian
- Students or staff who are pregnant or have just given birth
- Students or staff undergoing gender reassignment

The academy regularly monitors achievement data throughout all Key Stages to ensure that vulnerable individuals or cohorts are identified rapidly so intervention strategies are implemented to improve achievement.

What sort of academy are we?

The Iffley Academy is a special academy for students with behavioural, emotional and social difficulties and complex learning difficulties. All students have Statements of Special Educational Needs. The academy is located within Oxford City.

The Iffley Academy gathers the following information and data regarding students annually:

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| Ethnicity of students | Any other Asian background | |
| | Any other white background | |
| | Any other mixed background | |
| | Black African | |
| | Black Caribbean | |
| | Pakistani | |
| | White British | |
| | White and Asian | |
| | White and Black African | |
| Gender | Boys , Girls | |
| Students with home language other than English | Bengali : Arabic : Punjabi : Urdu | |
| Socio economic backgrounds of students | Pupil Premium | |
| Attainment levels | Children's attainment on entry to the school is well below that expected for their age due to their special educational needs | |
| Nature of learning difficulties | Social, Emotional and Mental Health (SEMH), Cognition and Learning (C&L), Communication and Interaction (C&I), Speech, Language and Communication needs (SPCLN) | |

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| Cultural, faith and diversity of students | Christian : Muslim : Jewish: Hindu: Buddhist: No religion : Other: |
| Looked After Children | |
| Students on Child Protection Register | |

The academy has identified the following issues that may be barriers to effective learning:

- Special Educational Needs
- Disabilities
- Attendance levels
- Low self esteem, low expectations and peer group pressure
- Experience of bullying, harassment or social exclusion
- Low income leading to difficulty in participating in some aspects of academy life, and access at home to learning tools
- Low parental support and expectations
- Lack of stability in life
- Lack of external help with emotional, mental & physical well-being
- Students on the Child Protection Register
- Looked After students

The Iffley Academy's Commitment to Equalities

As an academy we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

The academy recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

| | Equality Policy | Equality Plan |
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| | The academy has identified the following strategies that are specifically designed to address those issues | |
| 1. | Establishing, maintaining and developing a academy culture and ethos | The academy’s focus on Restorative Approaches is embedded within the foundations of the school, and students and staff endeavour to work within these principles. A consistent approach to behaviour ensure that students are fully aware of the expectations upon them. Students are sensitive to the needs of their peer groups, and the academy community is caring and respectful, regardless of special need, disability, gender, faith, race, religion and diversity. The academy implements many strategies to celebrate pupil achievement, including the Reward system, weekly star time and termly celebration assemblies. Achievements can be regarded as gains made in terms of |

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| | | <p>behaviour, attendance, independence and attainment. These reward systems engender a sense of belonging and a desire to achieve amongst students. The academy involves parents, carers and key stakeholders through regular contact, face to face meetings, participation in school events, newsletters, home school agreement, assemblies and the website. The academy places great emphasis on the celebration of diversity and equality through its PHSE curriculum and RE assemblies and enrichment days.</p> <p>The academy was awarded the Restorative Services Quality Mark (RSQM) from the Restorative Justice Council (RJC) in July 2017.</p> |
| 2. | Preventing and dealing effectively with bullying and harassment | <p>The academy has clear procedures and policies to deal with bullying and harassment. All students are aware that any incidents of bullying and harassment will be dealt with in accordance with the academy's policies. Incidents are reported and addressed swiftly and effectively by staff, supported by the expertise of the Therapeutic and Pastoral Support Team, through the academy's Restorative Approaches framework. Records are kept and incidents are regularly analysed to track any bullying trends. Incidents of a racial nature are reported to the governing body.</p> <p>Anti bullying week is celebrated each year, with the anti-bullying policy reviewed bi-annually. The student body discusses anti bullying strategies regularly through school council meetings, assemblies, etc. Student leaders support in reducing the risks of bullying during free association through mentoring and undertaking break duties.</p> |
| 3 | Listening to students, staff, parents and others | <p>The academy welcomes the voice of students, staff and stakeholders. Senior staff are available daily from 7.30am onwards to listen to staff concerns and to answer questions. Senior teaching staff are available to listen to students throughout the school week, including at lunchtime when three members of SLT carry out lunch duties. The Student Council meets regularly with the Deputy Head Teacher to air concerns and so the academy can consult the group on activities and proposals. The views of parents are sought through annual review meetings, Termly Outcome Plans (TOPs) meetings, parents evenings</p> |

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| | | <p>and through informal consultation. All staff have a line manager with whom they can discuss issues and concerns. The academy takes a consultative approach, ensuring equality of voice to all.</p> |
| <p>4.</p> | <p>Equalising opportunities</p> | <p>The academy recognises that the socio economic profile of some students could potentially reduce their ability to access opportunities. The academy has a charging policy in place and ensures that contributions to fund activities and trips are voluntary. No child is precluded from accessing an opportunity because of financial pressures. The academy in some circumstances funds students to access activities and takes a flexible approach to payment, for example offering staggered payment plans. Emphasis is placed on offering students opportunities which may not be available to them from any other source: for example the annual Amsterdam trip allows students to fly, to visit restaurants and to stay in a shared house with their peers. Residential activities are organised which provide a variety of experiences, including adventure activities, staying away from overnight and more gentle, bonding experiences for those students who require a more nurturing environment. The promotion of independence skills, such as cooking, and independent travel, is a key part of the academy's offer. While the academy has a school uniform, the requirements are minimal and do not include expensive items such as blazers etc.</p> |
| <p>5.</p> | <p>Informing and involving parents and carers</p> | <p>The academy tailors its communications with parents in order to meet their needs. Communication channels include home school diaries, telephone and email contact and face to face meetings. The academy has recently introduced a new method of communication – the Schoolzine app which offers parents/carers further opportunities to access information promptly. The academy caters for any special needs that parents/carers have by adapting the method of contact. Parents are welcomed into the academy, both formally through regular, scheduled meetings, and through informal meetings. Effort is made to accommodate parents through the arrangement of meetings at times to suit their commitments, and meetings are frequently re-arranged to meet needs. The Therapeutic and Pastoral Support Team visit parents in their own home if</p> |

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| | | <p>this is deemed to be supportive. Translators are obtained if required for meetings and the academy encourages parents/carers to bring friends and supporters to meetings if they wish. The academy works collaboratively with the organisation 'Parent Partnership' and encourages parents/carers to bring supporters with them to meetings.</p> <p>Parents have the opportunity to share the celebration of their child's achievements at the termly celebration assemblies.</p> <p>The pastoral tutor has contact with home at least once a week, often daily, depending on the needs of the pupil.</p> <p>The academy ensures that absent parents receive communications, e.g. school reports, invitations to assemblies, etc.</p> |
| <p>6.</p> | <p>Welcoming new students and helping them to settle in effectively</p> | <p>The academy ensures that all students have a structured and tailored introduction to the academy through a carefully thought-out transition process, which is agreed after discussion with their current provision. Information regarding new students is shared with key staff to ensure that there is a clear understanding of their needs and how best to accommodate them. New students are placed into classes after consideration of their learning and social needs, and the nature of their learning difficulties.</p> <p>Each parent/carer meets with the class tutor and appropriate additional adults at a post-admissions meeting in the first term of joining the academy. This allows any concerns to be discussed and addressed early in the student's school career.</p> |
| <p>7.</p> | <p>Addressing the full range of learning needs</p> | <p>The academy has rigorous data collection systems to ensure that any cohorts who are at risk of under-achievement are rapidly identified and interventions are put into place to meet their specific needs. Pupil assessment is ongoing, and pupil progress is tracked to ensure appropriate teaching strategies are used to meet needs. Termly Outcome Plans (TOPs) are set each term to monitor the progress made by all learners. A concerted effort is made to track attendance and to address any issues of poor attendance before these can impact on pupil progress. Students' Educational Health and Care Plans (EHCPs) are reviewed annually with parents and key professionals. These reviews give parents/carers</p> |

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| | | <p>an opportunity to discuss their child's learning needs and to share their insights with professionals.</p> <p>The curriculum has been developed to address the full range of learning needs across the academy, offering bespoke learning packages as necessary.</p> <p>Teachers use a variety of creative teaching approaches and detailed to ensure progress is made by all learners. Classrooms are carefully designed with the needs of all learners in mind.</p> |
| <p>8.</p> | <p>Supporting learners with particular needs</p> | <p>All students have Termly Outcome Plans (TOPs) which are monitored and reviewed on a termly basis to track their progress and guide their future provision. The Academy's SENCO and Senior Leadership Team advises teachers on specialist strategies to cater for learners' particular needs and a dedicated team of qualified and experienced support staff work with groups and on a 1:1 basis. Specialist strategies such as Oxford Sound Reading and Stern Maths are applied throughout the academy. Outside agencies such as Speech and Language Therapists, Occupational Therapists, Autistic Support teacher, are welcomed into the academy on a regular basis to support students and advise staff and parents. The academy's behaviour policy and emphasis on Restorative Approaches ensures that students with behavioural, emotional and social difficulties have maximum opportunity to access the curriculum. The Therapeutic and Pastoral Support Team support students who have particular needs due to their own personal circumstances, for example Looked After Children.</p> <p>Students' particular needs can also be addressed through additional interventions, such as Art therapy, Music therapy and independence training. The Raising Achievement Plan (RAP) features strategic objectives to develop specific areas designed to enhance teaching and learning. Progress against the objectives are reviewed and monitored through the academic year and funding is allocated to resource the initiatives.</p> <p>Bespoke learning packages are created for students who require additional support to meet educational/learning/emotional needs.</p> |

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| | | Home education packs are provided to students if this is appropriate. |
| 9. | Making the academy accessible to all | <p>The academy meets the needs of students with physical disabilities and reviews the physical site facilities on a regular basis. An Accessibility Plan is in place. The academy operates its own transport, using school staff as drivers and escorts who are familiar with the needs of students. All after school and residential visits are accessible to students regardless of their special need, disability and diversity. A stringent Health and Safety Policy and rigorous Risk Assessment/Risk Benefit systems ensures that if any issues are posed by disability, control measures are put into place to accommodate needs so that full access is maintained. Students and staff are not prevented from accessing any area of the school site at present through disability.</p> |
| 10 | Ensuring fair and equal treatment for students | <p>The academy does not discriminate on any grounds and admissions to the academy are based against a non-discriminatory criteria. The needs of different cultures, races and religions are accommodated. Should the issue of gender reassignment, cultural or diversity issues be raised, the implementation of the uniform and other policies would be applied flexibly.</p> <p>The careful monitoring of incident reports ensures that staff do not impose stricter disciplinary penalties on any particular group, as trends would be quickly identified.</p> <p>Incidents of bullying and harassment which may be linked to diversity are, along with all incidents, rapidly dealt with through Restorative Approaches and the academy's anti-bullying policy.</p> <p>All teaching regarding diversity, such as same sex relationships, gender, faith, culture and race is conveyed responsibly and sensitively.</p> |
| 11. | Ensuring fair and equal treatment for staff and others | The Academy follows the principles of Safer Recruitment, ensuring that it does not discriminate against any particular group at any stage throughout the recruitment process. The Academy follows OCC policy that should an applicant |

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| | | <p>who regards themselves to be disabled meets the essential selection criteria for a post, he or she will be automatically shortlisted for interview.</p> <p>All staff receive equal access to funding for training and professional development.</p> <p>The Academy follows the OCC policy “Dignity at Work” to ensure that equality, respect and dignity are observed by staff within the workplace. Any discrimination to a member of staff would be pursued rapidly in line with appropriate policies.</p> |
| 12. | Encourage participation of under-represented groups | <p>The Trustees and Governing Body represents parents and the wider community. All recruitments to the GB follow appropriate electoral procedure, including the election of teacher/parent governors.</p> <p>In order to develop further links with the local community, the academy has developed an intergenerational project to forge relationships between students and the older community members.</p> <p>Students have regular opportunities to learn about their local community through curriculum opportunities, but also by inviting community groups into academy to talk about their work, e.g. See Saw - bereavement counselling charity for children.</p> |
| 13 | <p>Other</p> <p>The academy recognises its continuing duty to treat former students fairly and equally in relation to the provision of references and access to ‘old students’ communications and activities.</p> | <p>Former students are welcomed back into academy for pre-arranged visits and work experience opportunities.</p> <p>The academy provides references for ex students. The academy currently employs a former student as a part-time Resources Assistant.</p> |

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| 14. | Monitoring and Evaluating the policy | The academy will report on disability issues on the school prospectus. The academy will continually monitor and review how this policy is applied on a rolling programme and will address any concerns rapidly. This policy will be brought to the attention of staff and students on an annual basis. |
| <p>The specific reporting duties</p> <p>We will:</p> <ul style="list-style-type: none"> • Publish information to demonstrate compliance with the three aims of the Equality Duty within all our functions and to do this at least annually. • Set and publish equality objectives, at least every four years. <p>To achieve the specific duties, we will collect and analyse data related to the protected characteristics to determine our focus for the equality objectives.</p> <p>We will decide what information we need to publish to demonstrate our compliance with the Equality Duty as there is no subscribed format. We will look at what equality information we publish already, and to consider whether that gives a reasonable picture of progress on equality issues affecting our students, parents/carers, community and staff to raise standards for all. It is essential for us to maintain and ensure that our focus is on performance, not process.</p> <p>We will ensure that the information we publish and the equality objectives that we set are easily accessible for people. In addition to publishing them electronically on our website, we will consider making them available in other formats. We will also consider whether the information is provided in a way which makes it easy for everyone to understand and use.</p> <p>We will publish this information at least annually.</p> | | |

**The Governing Body will report annually on progress made to achieve equalities objective(s).
The date that we will review the equalities objective is on 1st April 2020**

The Iffley Academy Equality Objective

April 2018

Following our audit of equalities in the Academy, and the national drive to raise standards for identified groups of vulnerable learners, the Governing Body has agreed the following Equality Objective:

| | Equality objective | Success Criteria How we will know we are making progress | Actions required to achieve objective | Aims of the Equality Duty | Protected Characteristics |
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| 1. | To work to further develop a trans-inclusive school | <ul style="list-style-type: none"> • gender-variant or questioning students will feel supported within the academy e.g. staff using correct pronoun, new name, supporting the wearing of new clothes, etc. • academy students and staff will help to create a trans-friendly environment where all students are acknowledged, respected and accepted • all students, regardless of gender or other protected characteristics, will continue to make good or outstanding progress in the core subjects • staff will understand how the student/s are protected under the law and how to support each trans student | <p>Share equalities objective with key stakeholders in the academy Identify further training opportunities for all staff following the initial training in October 2017</p> <p>Ensure the issue of trans-readiness is explored regularly through gallery and whole school meetings; Ensure that staff are comfortable with using the correct terminology Use the curriculum and activities such as assemblies to challenge stereotypes, based on gender and gender identity. Ensure that gender-neutral uniform policy is reinforced with stakeholders</p> | <p>To ensure that all pupils and staff are encouraged and able to achieve their full potential</p> <p>To ensure that an inclusive ethos is established and maintained</p> | Gender and gender reassignment |

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