

Equalities Guidelines

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and educational settings:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

By removing or minimising disadvantages suffered by people due to their protected characteristics.

2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

3. Foster good relations between people who share a protected characteristic and those who do not.

By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our academy has considered how well we currently achieve these aims with regards to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation, marriage and civil partnership.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by these key principles:

1. All people are of valued equally - learners, potential learner, their parents and carers, volunteers and staff: all learners are of equal value regardless of:

- If they have a disability
- Ethnicity, culture, national origin or national status
- Gender or gender identity
- Age
- If they are pregnant, on maternity or paternity
- Their religious or non-religious affiliation or faith background
- Their sexual identity.

2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily require treating all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- age, so that reasonable adjustments are made
- pregnancy/maternity/paternity, so that reasonable adjustments are made and staff continue to feel part of the Academy

- religion, belief or faith background
- sexual identity.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We expect that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between people with disabilities and those without, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, transgender and homophobic harassment.

4. We follow effective equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:

- regardless of disabilities
- regardless of ethnicity, culture, religious affiliation, national origin or national status
- regardless of their gender identity and sexual identity, and with full respect for legal rights relating to
- supporting pregnancy, maternity and paternity rights

5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- people with disabilities and those without
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men, and non-binary.

6. We intend that our policies and activities should benefit society, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with or without disabilities
- people from a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys, and non-binary
- people of all sexual identities.

The table below outlines some of the work the Academy currently undertakes to ensure equality in regards to the protected characteristics:

Protected Characteristic Evidence	Evidence
In relation to race the evidence we hold tells us	<ul style="list-style-type: none"> • 79% of our students come from White British backgrounds. (88% Inc. white European) 21% come from a variety of ethnic backgrounds including Asian, Mixed, Refugee (2020-21). • Procedures are in place to monitor, deal with and record prejudice related incidents; two racist incidents has been recorded for the academic year 2019-20.

	<ul style="list-style-type: none"> Observed behaviour in the academy shows respect and tolerance for people of all races amongst students, this is modelled by all adults. All students regardless of race are offered and involved in after academy activities. Personal Social Health & Economic Education and Social Moral Spiritual Cultural sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all students' race backgrounds and celebrate diversity and difference worldwide. Our curriculum covers different races and cultures, due respect and interest is given to the cultures within the academy. We promote diversity through the completion of our PLEDGES programme. 																																								
<p>In relation to disability and special educational needs the evidence we hold tells us</p>	<table border="1" data-bbox="432 584 946 1149"> <thead> <tr> <th colspan="4">Special Needs Register Overview 2020/2021</th> </tr> <tr> <th></th> <th>E.H.C. PLAN</th> <th>SEN SUPPORT (K)</th> <th>Totals</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>11</td> <td>20</td> <td>31</td> </tr> <tr> <td>Year 8</td> <td>0</td> <td>20</td> <td>20</td> </tr> <tr> <td>Year 9</td> <td>2</td> <td>18</td> <td>20</td> </tr> <tr> <td>Year 10</td> <td>1</td> <td>15</td> <td>16</td> </tr> <tr> <td>Year 11</td> <td>3</td> <td>25</td> <td>28</td> </tr> <tr> <td>Year 12</td> <td>2</td> <td>7</td> <td>9</td> </tr> <tr> <td>Year 13</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Totals</td> <td>19</td> <td>106</td> <td>125</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 0.5% of our students at ECA are recognised with a disability; we have 2 students with physical disability, 3 with hearing Impairment and 2 with visual impairment. Students take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points. The academy has an effective inclusion and Special Educational Needs Policy. The academy has an accessibility plan. 	Special Needs Register Overview 2020/2021					E.H.C. PLAN	SEN SUPPORT (K)	Totals	Year 7	11	20	31	Year 8	0	20	20	Year 9	2	18	20	Year 10	1	15	16	Year 11	3	25	28	Year 12	2	7	9	Year 13	0	1	1	Totals	19	106	125
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<p>In relation to gender the evidence we have tells us</p>	<ul style="list-style-type: none"> 52.66% of our current students are male (2020-21) Examination data shows boys do not attain as highly as girls. This is identified and addressed in the school development plan. Students work in both mixed and single sex groupings. Where a decision needs to be made about grouping students based on gender the Academy will consult the DfE non-statutory guidance on this issue and refer to CMAT Guidance of Transgender students Male and female staff (75% female and 25% male) are employed at the academy, adverts welcome applications from either sex. Staff are employed at the academy irrespective of gender or gender identity. 																																								
<p>In relation to gender reassignment, the evidence we have tells us</p>	<ul style="list-style-type: none"> The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows. The Trust has a Transgender Guidance document for the Academy to use as needed No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised. 																																								
<p>In relation to pregnancy and maternity, the evidence we have tells us</p>	<ul style="list-style-type: none"> We give staff, or students, on maternity leave or who are pregnant the same rights as other staff and include them in relevant academy information during leave. The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies. We support staff wishing to take paternity or adoption leave. 																																								
<p>In relation to age, the evidence we have tells us</p>	<ul style="list-style-type: none"> Age range for staff is 25 to 75. We follow the CMAT Recruitment Policy and Equality and Diversity policies. We use the EPM portal TES and local sources of advertising for posts. The academy returns the relevant monitoring forms. 																																								

<p>In relation to religion and beliefs, the evidence we have tells us</p>	<ul style="list-style-type: none"> • The Academy welcomes students and families of all religions equally. • The academy does not hold performance data on groups of religious nature. • Through its Personal Social Health & Economic Education and Social Moral Spiritual Cultural programmes the academy offers opportunities for students to discuss the diversity of beliefs, people’s rights to their own beliefs, as well as encouraging students to reflect on their own and others’ beliefs and reasons for their actions. • All students and staff are given equal value independent of their personal belief or religion. • A wide and inclusive range of different religious celebration days and events are recognised at the college. • Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies. • Where religious beliefs can be supported in the academy they are, Our College uniform is flexible to allow suitable adaptations as required.
<p>In relation to sexual orientation, the evidence we have tells us</p>	<ul style="list-style-type: none"> • No data about the sexual orientation of staff or parents is recorded in the academy therefore there is no potential for victimisation. • We had 2 recorded incidents of homophobia in 2019-20. • Correspondence is addressed to ‘Parent/Carer/Families of name of child’ so that there is total equality of treatment of all family situations. • Students are taught the differences between the sexes/gender/identity and that some people are of different sexual orientation, orientation(s) and that this is welcome in our community.

Ely College maintains good relations and consults with the trade unions, locally and regionally on matters of equality and diversity and nationally through CMAT’s Joint Consultation and Negotiation Committee (JCNC).

All students and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination.

At Ely College we promote Equality and Diversity through our objectives:

1. To ensure that identified gender plays no role in limiting the opportunities for students in all areas of the curriculum and wider school life.
2. To further develop the understanding of staff, students, parents and other members of the community regarding different races and customs.
3. To raise staff awareness of the Equalities Duty and the part that each of us plays.
4. To ensure that disadvantaged groups of students achieve in line with their peers.