

## Equalities Guidelines and Action Plan

Version:	Equalities 2
Author:	Tiph Langard
Approval Board:	Academy Council
Date of approval:	Pending
Review period:	Annually
Date of latest review:	May 2025
Next review date:	May 2026
Relevant Legislation:	Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

### Version Control Document

Date	Version No.	Reason for Change	Author
April 2025	1	New Diversity, Equity, Equality & Inclusion guidelines and action plan designed and created for 2024-25	Tiph Langard

### The Public Sector Equality Duty 2011 has three aims under the general duty for academies and 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
- Age
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual orientation

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 valued equally- learners, potential learners, their parents and carers, volunteers and staff. All learners are of equal value:
  - whether or not they are disabled
  - whatever their ethnicity, culture, national origin or national status
  - whatever their gender
  - whatever their age
  - whether they are pregnant, on maternity or paternity
  - whatever their religious or non-religious affiliation or faith background
  - whatever their sexual orientation
  
2. We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them 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 of 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 all genders 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 orientation.
  
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend 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 all individuals, and an absence of sexual, transgender and homophobic harassment.
  
4. We follow current legislation on staff recruitment, retention and development and for those who work in a voluntary capacity. A member of safer recruitment trained staff participates in all recruitment

processes at the Academy. 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:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual orientation, and with full respect for legal rights relating to pregnancy and maternity.


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
- people of all genders




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

- people with disabilities as well as those without
- people of a wide range of ethnic, cultural and religious backgrounds
- people of all genders
- people of all sexual orientations

**The table below outlines some of the work Ely College currently undertakes to ensure equality regarding protected characteristics:**

Protected Characteristics		The table below outlines some of the work the Academy currently undertakes to ensure equality regarding protected characteristics.
 <p><b>Race</b></p>	<p>In relation to race the evidence we hold tells us</p>	<p>73% of our students come from White British backgrounds. 18% come from a variety of ethnic backgrounds including Asian and Mixed. 9% of students have not disclosed their ethnicity.</p> <p>Racist incident forms and procedures are in place; last academic year we had 15 recorded incidents logged. Observed behaviour in the academy shows respect and tolerance for people of all races amongst students, this is modelled by all adults.</p> <p>All students regardless of race are offered and involved in after academy activities. PLEDGES opportunities, PSHE, assemblies and tutor time sessions involve discussions around difference, diversity 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' ethnic 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.</p>

 <p><b>Disability</b></p>	<p>In relation to disability the evidence we hold tells us</p>	<p>1% of our students have physical disabilities and 2% have multi-sensory disabilities (this also includes those with a physical disability). Students with physical disabilities 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.</p> <p>The academy has an effective inclusion policy. The academy has an accessibility plan.</p>
 <p><b>Sex</b></p>	<p>In relation to sex the evidence we have tells us</p>	<p>51% of our students identify as male. Where a gender difference is identified in assessment outcomes, this is addressed as needed as part of school development plans. Students work in mixed sex groupings.</p> <p>Where a decision needs to be made in regard to splitting students based on gender, the Academy will consult the DfE non-statutory guidance, Gender Questioning Children.</p> <p>All genders are employed at the academy and we welcome applications.</p>
 <p><b>Gender Reassignment</b></p>	<p>In relation to gender reassignment the evidence we hold tells us</p>	<p>The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows.</p> <p>The trust consults DfE non-statutory guidance, Gender Questioning Children.</p> <p>No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised.</p>
 <p><b>Pregnancy and Maternity</b></p>	<p>In relation to pregnancy and maternity the evidence we hold tells us</p>	<p>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.</p> <p>The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies.</p> <p>We support staff wishing to take paternity or adoption leave.</p>
 <p><b>Age</b></p>	<p>In relation to age the evidence we hold tells us</p>	<p>Staff range in age from 18 to 70</p> <p>All staff, including support staff and casual staff and community education tutors, range in age from 18 to 79</p> <p>We follow the Trust Recruitment Policy and Diversity, Equality, Equity and Inclusion Policy.</p> <p>We use the Trust assured national suppliers and local sources of advertising for posts.</p> <p>The academy returns the relevant monitoring forms.</p>

 <p><b>Religion or belief</b></p>	<p>In relation to religion and belief the evidence we hold tells us</p>	<p>The Academy welcomes students and families of all religions equally. The academy does not hold performance data on groups of religious nature. Through taught lessons, wider internal and external opportunities, students 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. Due regard and mention is given to different religion’s celebration days and events. 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 (for example the inclusion of a hijab and trousers within the uniform).</p>
 <p><b>Sexual Orientation</b></p>	<p>In relation to sexual orientation the evidence we hold tells us</p>	<p>No data about the sexual orientation of staff or parents is collected in academy therefore there is no potential for victimisation. Correspondence is addressed as requested to support equality of all family situations. Students are taught the differences between the sexes and that some people are of different sexual orientations to others and that that is acceptable in our society, as the PSHE Programme defines.</p>
 <p><b>Marriage and Civil Partnership</b></p>	<p>In relation to marriage and civil partnership the evidence we hold tells us</p>	<p>We have a range of different partnerships within the staff and all are respected for their own arrangements. These topics are also covered through our Wider Curriculum Opportunity Days, PSHE and tutor time programme.</p>

Please find below our Action Plan for Diversity, Equality, Equity & Inclusion (DEEI) for 2024-26:

Area of focus	Delivery (High Quality Learning Environment)	Leadership (Pursuit of Excellence)	Impact (Achievement for All)	Experience (Valuing People and Extending Boundaries)	Uptake (Achievement for All)
<b>Rationale for each objective</b>	It is important to us that students understand protected characteristics and how to be respectful of people's differences	It is important to us that staff are adequately supported and given equitable opportunities.	It is important to us that incidents related to protected characteristics are challenged appropriately and that staff are equipped to identify and report incidents appropriately.	It is important to us that our students are offered opportunities to see the world through a range of experiences.	It is important to us that our students achieve their full potential and are given equitable opportunities.
<b>DEEI objectives and how we will achieve them</b>	Students have regular opportunities to learn about protected characteristics through our curriculum, PSHE schemes of learning, tutor time and assemblies; Staff training promotes a wider understanding of DEEI issues such as unconscious bias and inclusion	Reasonable adjustment agreements are in place for all staff with disabilities in order to meet their needs better and make sure that any disadvantages they experience are addressed. Our school adheres to the Meridian Trust Equality, Diversity & Inclusion Policy through all stages of recruitment and employment.	Discrimination and prejudice-related incidents are robustly challenged and appropriately logged on PRfE; Additional training opportunities around DEEI are regularly signposted to staff; Staff are given further opportunities to contribute to DEEI research through staff surveys and research groups.	Students benefit from a wide extra-curricular offer, including a range of clubs with a specific diversity and inclusion focus such as Pride club, Neurodivergent club, Wollstonecraft Society and our DEEI student group; Lean In Girls is providing further opportunities to specific students. Student voice is conducted regularly through safeguarding, behaviour and SEMs surveys, all of which include a partial or full focus on DEEI issues.	Our DEEI Action Plan is published on our website and reviewed annually; Our work sampling process includes specific reference to DEEI issues; Our student data is tracked and analysed for protected characteristics, in order to determine strengths and areas for improvement and implement actions in response.
<b>Roles and timeframe</b>	JKE to oversee the inclusion of protected characteristics in the PSHE curriculum (ongoing) SGO to oversee the inclusion of protected characteristics in the assembly and tutor time calendar (ongoing). TLA to deliver training on unconscious bias (Spring 2025)	CSU to continue to oversee reasonable adjustments with staff on an individual basis (ongoing)	DSL and pastoral teams to continue to challenge incidents related to protected characteristics (ongoing)	Student groups with a focus on DEEI are currently offered by ANO, JKE, KTH, TLA (Summer term 2025).	SRA to oversee the inclusion of DEEI themes in work sampling (ongoing). TLA to analyse data for protected characteristics with a focus on race and disability (Summer term 2025)