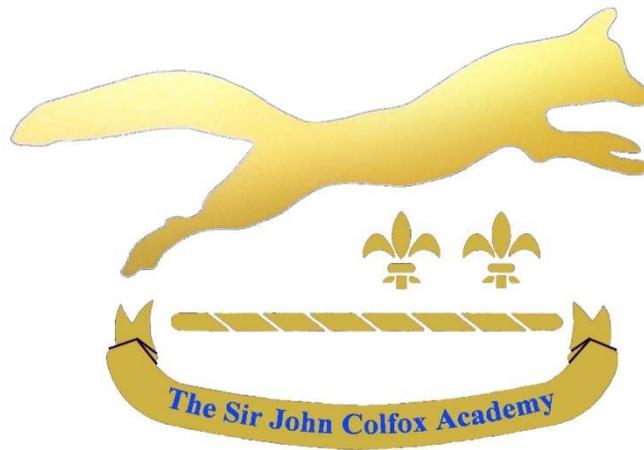


The Sir John Colfox Academy



Single Equality Policy

Headteacher:	Adam Shelley
Policy Written by	The Sir John Colfox Academy
Policy Reviewed	October 2021
Ratified by Board of Governors	October 2021
Date for Review	May 2023
Signature of Chair	_____

The Sir John Colfox Academy Single Equality Policy

Through this policy The Sir John Colfox Academy will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, and governors in addition to visitors to The Sir John Colfox Academy.

Legal framework

Duties as identified in the Equality Act 2010 and its [Schedules](#). There are nine equality strands (known as Protected Characteristics):

- [disability](#);
- ethnicity (including Gypsy and Traveller groups);
- gender;
- gender identity and transgender;
- faith, religion and belief;
- marriage and civil partnership;
- sexual orientation (homophobia);
- pregnancy and maternity;
- age.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. The Sir John Colfox Academy will seek to achieve positive action in respect of the Act.

All schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

The Sir John Colfox Academy is mindful of the [Public Sector Equality Duty](#) which came into force on 5 April 2011, and will publish relevant information on the school's website:

- (i) Our Equality Objectives from 6 April 2012 and to monitor, and report upon these annually.
- (ii) Equality information on students

Good Practice

1. As a Gold 'Rights Respecting' institution, we strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
3. We support 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](#). Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent and sensible to maintain the practice of logging and reporting any racist incident. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled,
- whatever their ethnicity, culture, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1, above) does not necessarily involve treating them all the same. 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, women and men and any individual identifying as non-binary or trans are recognised;
- sexual identity.

Principle 3: We foster positive attitudes and relationships and a shared sense of cohesion and belonging

Policies, procedure and activities promote:

- positive attitudes and actions towards disabled people, good relations between disabled and non-disabled people, 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, women and men, those identifying as non-binary or trans and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Policies and procedures benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development:

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

Principle 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:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- non-binary and trans; girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;

- non-binary and trans; girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice-related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed against religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum;
- prejudice reflecting sexism, homophobia and transphobia.

Principle 8: Society as a whole should benefit

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:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- non-binary and trans; girls and boys, women and men;
- gay people as well as heterosexual.

Principle 9: Objectives

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Arrangements, Roles and Responsibilities

1. The equality objectives for The Sir John Colfox Academy will be set out formally and are referenced in the School Improvement Plan. They will be reviewed annually, and refreshed on a four-year cycle.
2. The equality employment information will be monitored and reported to the Governing Body on an annual basis and published on the website.
3. The Sir John Colfox Academy will undertake Equality Impact Assessment (Equality Analysis) exercises when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2011.

Curriculum

4. Curriculum information will be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.
5. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
6. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Staff and Governors

7. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

8. A member of the Governing Body has the role of monitoring the implementation of this policy.
 9. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
 10. A senior member of staff has day-to-day responsibility for co-ordinating implementation of this policy.
 11. All staff are expected to:
 - adhere to this policy;
 - promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school;
 - deal with any prejudice related incidents that may occur;
 - plan and deliver curricula and lessons that reflect our Guiding Principles;
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;
 - undertake or support Equality Impact Assessment (Equality Analysis) processes;
 - attend appropriate training that enables The Sir John Colfox Academy to keep up to date with equality issues.
 12. All staff and Governors have access to training and a selection of resources, which discuss and explain the concepts of equality, diversity and community cohesion. We value the opportunity to take a holistic approach in fulfilling our Equality Duties.
 13. All staff and Governors will exercise their Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.
 14. The Sir John Colfox Academy is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include:
 - disability;
 - special educational needs;
 - racism and xenophobia;
 - gender and transgender;
 - religious groups and communities;
 - Travellers, migrants, refugees and people seeking asylum;
 - sexism and homophobia and transphobia.
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Member of staff with Lead Responsibility for this policy: Adam Teasdale
Governing Body responsibility:
Approved by Governing Body on: 21st October 2021
Policy due to be refreshed by: October 2025

The Policy in Practice

Examples of good practice are outlined below

1. THE CURRICULUM

- (a) Heads of department and subject teachers examine their schemes of work and resources carefully to ensure that they are in line with school policy.

- (ii) The options system is carefully constructed to ensure that students have the opportunity to experience a broad and balanced range of subjects. Choice has been restricted to ensure that students continue to study each main curriculum area.
- (iii) Steps are taken by each department to ensure that no group is disadvantaged eg girls in Mathematics, Science or Technology and boys in English or Creative Arts. Free School Meals students have access to curriculum trips (subsidised by the school)
- (iv) The curriculum and teaching styles are designed to meet individual needs in classes, particularly for SEND or EAL students, where there is a wide variety of ability, background and culture.
- (v) There is positive encouragement to find progression routes in education after the compulsory school leaving age and to reduce the number of NEETS (not in education, employment or training)
- (vi) The careers programme is designed to explore non-traditional as well as traditional paths for all students, including those with Special Needs.
- (vii) The curriculum as a whole, is designed to:-
 - (a) address the implications of living in a multi-cultural society
 - (b) examine traditional stereotypical roles
 - (c) encourage positive responses to those who are disadvantaged
 - (d) encourage positive discrimination when addressing curriculum choices (e.g. Selection of non-white texts in the English curriculum where necessary)
 - (e) develop tolerant and non-discriminatory attitudes.

EXTRA-CURRICULAR ACTIVITIES

Exchanges, visits, residential courses and field trips

These are open to all students and arrangements are made to ensure that individual circumstances background do not disadvantage or deny access. They are designed to avoid gender bias and to broaden horizons and endeavour to facilitate the needs of all students. Individual needs of all kinds are addressed and present no obstacle to equal participation.

Arts and Leisure

All students have the opportunity to participate in and/or be a member of the activities on offer; e.g. Drama Club, music groups, theatre trips, etc. Where families are at an economic disadvantage (eg music lessons, trips etc.) the school will pay for this through Pupil Premium and bursary funds.

Sport

It is understood that, at times, positive discrimination may be necessary so that each student is encouraged to reach their full potential. This is in accordance with the Sex Discrimination Act which suggests that voluntary sporting bodies are allowed to exclude the opposite sex.

There are well-attended sporting clubs which include approximately ½ - 2/3rds of each year group and involve a wide variety of staff other than PE specialists. Students are encouraged to regard sporting events as being for all students at the Sir John Colfox Academy, supportive roles as well as active participation being encouraged and valued. As a result, the Sir John Colfox Academy has a wide breadth as well as depth of excellence in sports.

THE SCHOOL AS A COMMUNITY

- The school is a 'Gold' Rights Respecting Academy and, as such, it promotes tolerance, fairness and an emphasis on individual rights and responsibilities. Opportunities are provided for everyone in the school community to be listened to and to share their concerns through the House and School Council, Parents' Consultation Groups, the Rights Respecting Community, confidential questionnaires, etc.
- The ethos of the academy emphasises successful learning and development. Care is taken to recognise and celebrate achievement through the rewards system.
- There is a 'Learning Promise' which upholds the 'right of every individual to access education' without interference. This is supported by a written behaviour policy and an Anti-bullying Policy.
- All parents are encouraged to take an active part in the life of the school and are consulted regularly.
- The progress and achievement of all students (and particularly underachieving or vulnerable students) is regularly monitored and intervention and support strategies put in place.
- Assemblies are used to echo the Rights Respecting agenda and the equality and citizenship strands of the PSHE curriculum and tutor programme. Assemblies establish the ethos of the academy and emphasise the caring focus. Role models and themes in assemblies are non-stereotypical and represent a multicultural viewpoint. The House system, including leaders and buddies encourages independence, responsibility and community cohesion.
- There are positive relationships with the local community (Rights Respecting Community, Green Bridport, Town Charter, Spirit of Bridport, charity work etc.) which promote community cohesion.
- The school is involved in international projects, which support a global awareness and support equality objectives e.g. Camps International, Guantanamo project, etc.
- The pastoral structure supports the caring ethos of the Sir John Colfox Academy and staff are specifically trained to assist students on a one-to-one counselling basis during times of personal stress. External specialists are also available to help students, e.g. confidential medical advice, grief and loss counselling, etc.
- The Accessibility Policy ensures the academy's facilities are appropriate for all in the community and this is reviewed regularly.

STAFF

The policy has been formed within the framework of the statutory legal requirements but also recognises the need to promote positive attitudes which will result in the lowering of traditional barriers to equality of opportunity.

As a result:

- (i) All staff will be given the opportunity to develop their skills and expertise in their chosen career.
- (ii) Part-time staff enjoy identical professional status as full-time colleagues and are given the same opportunities for development and are regarded as an equally important part of the academy.
- (iii) In keeping with Dorset County policy, the academy gives the maximum support, as far as possible, to staff taking career breaks or flexible retirement.
- (iv) Appointment procedures are in line with the Governors' Policy and aim to draw to interview candidates of quality. The interview panel seek to establish appointments of high calibre, potential and experience according to the needs of the school as a whole.

MONITORING AND DEVELOPING THE EQUALITY AND ANTI-DISCRIMINATION POLICY

All staff constantly monitor this Equal Opportunities Policy. The SLT ensure that everyone is fully aware of the policy and that it is implemented.

The Policy is reviewed by Governors every three years with annual monitoring of the SEN and Safeguarding policies

The progress and achievement of vulnerable groups is monitored at least termly by SLT and annually by the Governors.

Published information on equality and an Action Plan to promote equality is included annually in the School Improvement Plan in line with statutory regulations.

Other relevant policies

See Also:

- [Anti-Bullying policy](#)
- [Accessibility Policy](#)
- Charging policy
- [SEND Policy](#)
- [Safeguarding Policy](#)

The Sir John Colfox Academy

Equality information

Part 1: Information about the pupil population

Number of pupils on roll at the school: 920 including Sixth Form

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability*
Ethnicity and Race
Gender
Religion and Belief

* Not all parents choose to supply this information

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school we are aware that there may be a number of equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

If there should be students who are pregnant or have young children, we will offer support to enable equality of opportunity.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals
Pupils with Special Educational Needs or a disability (SEND)
Pupils with English as an additional language
Pupils with a Traveller heritage
Pupils from low income households
Young carers
Children in Care

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

See also published policies (school website and Brochure)

[Accessibility Policy](#)

[Anti-bullying Policy](#)

Charging Policy

Equal and Anti-Discrimination Policy

[SEND Policy](#)

[Safeguarding Policy](#)

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

% of Pupil Premium in the school – 19% (2021)

% of SEN in the school – 24% (2021)

% of EAL in the school – 1%

Pupil Premium gap

PP students' performance in English and Maths.

SEN students' performance

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010

Eliminate unlawful discrimination by:

- **Equality and Anti-Discrimination Policy (reviewed 2012) is in place**
- **Our anti bullying policy ensures all children feel safe at school and addresses prejudice related bullying**
- **Gold Rights Respecting status celebrates difference and diversity**
- **Report, respond to and monitor racist incidents**
- **'studenthelp@colfox' email to assist reporting**
- **Analyse achievement, exclusion rates and bullying incidents in relation to vulnerable groups and reduce these**

Advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Promoting participation of all parents and pupils in school development
- Promoting participation through ‘officers’ and targeting those reluctant to engage through ‘alternative’ participation officer
- Promoting equality, tolerance, fairness and non-discrimination through the curriculum, our values, ethos and principles
- Promoting equality, tolerance, fairness and non-discrimination through the curriculum via positive discrimination (texts by black authors in English curriculum, for example)
- Ensuring staff are trained (2021 / 22) – staff training to include Rights and Equality in the Curriculum, Safeguarding, etc
- Projects by students including Stand UP! Anti-Racism conference, Rights Respecting School, Rock Challenge, Anti-Bullying and buddying Ambassadors, Diversity working group
- House Charity Days
- E-safety training

Foster good relations and community cohesion by:

- Rights Respecting agenda with town council
- Community ‘Participation Officer’
- Anti bullying strategies
- Ensuring Equality and diversity is embedded in the curriculum
- School linking projects such as Srebrenicia, links with Ghana, Camps International in Borneo
-

What has been the impact of our activities? What do we plan to do next?

- Achieving ‘Gold’ award – UNICEF Rights Respecting
- Diversity week 2021 – inclusive event that was well received and publicised
- Review of key policies – Anti-Bullying, Teaching and Learning Policy, Inclusion Policy
- Assembly – raising awareness about inappropriate behaviour and language
- Target group (PP students) focus for 2021/22 SIP
- PP students in Year 11 are actively using resources and materials provided by school as part of their individual study.
- Year 11 under-achieving disadvantaged students are mentored. Additional careers guidance group in year 11 to enhance mentoring, support and guidance.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- **House and School Council**
- **Parents Evenings and Parents Questionnaire**
- **Student Questionnaire**
- **Staff Meetings**
- **Staff Questionnaires**
- **Governing Body Meetings**
- **Working with Town Council (Rights Respecting Community, local Democracy Days etc.)**
- **Working with Dorset County Council (for benchmarking data)**
- **Locality Team**
- **Relationship with Youth Service and local police**

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Dec each year	Target groups for extra support	Vulnerable groups making less progress	1.1 tuition Extra support for learning
Nov	Use of Pupil Premium (16 – 19 Bursary)	To support economically disadvantaged students	Funding targeted or inclusion, transport, cost of trips, awareness of need
May	Anti-Bullying Policy reviewed	Discrimination and bullying of vulnerable students	New tracking procedures, reviewed monthly Awareness of policy
Annual	Accessibility Plan	Disability	New procedures to ensure evaluation procedures explained

			to all parents and students even if temporary disability
June	Systems to implement New Code of Practice agreed	Vulnerable Groups/SEN	SEN changes agreed and in School Improvement Plan
Annual Safeguarding Policy and Audit	Safeguarding Policy agreed and new regulations included		New policy to be in line with New Code of Practice
Sept	Review of progress. Equality Plan updated. SIP reviewed and new priorities agreed	Vulnerable Groups	SIP has clear actions
During year 2021/22	Update training on medical needs and safeguarding issues including the Prevent Strategy sexual exploitation and FGM	Vulnerable Groups	Summary for staff to help them identify issues