



KING JAMES I ACADEMY

Single Equality Policy and Action Plan

Date adopted by Governors: February 2017

Date of Next Review: February 2020

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1. What is the Single Equality Policy and Action Plan?

Our Single Equality Policy (SEP) and action plan covers a three-year period from **2017 to 2020**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion according to the Equality Act 2010 and the Equality and Human Rights Commission. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas. Our Single Equality Policy and Action Plan enables us to achieve a framework for action which covers all 9 protected characteristics (according to the Equality and Human Rights Commission and Equality Act 2010) and ensures that we meet our responsibilities of the public sector duties in an inclusive way. We will continue to meet our statutory duties by reporting annually (see section 14) on the progress of the Single Equality Policy and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the 9 key characteristics and promoting community cohesion.

The 9 key protected characteristics according to the Equality and Human Rights Commission are:

- Age
- Disability
- Gender reassignment/ gender identity
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

A definition of each of these characteristics can be found in **Appendix A**.

2. Meeting our duties

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality:

2.1 Race equality

The general duty to promote race equality means that we must have due regard to:

1. Eliminate unlawful racial discrimination

2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

2.2 Disability equality

The general duty to promote disability equality is owed to all disabled people, which means that we must have due regard to:

1. Promote equality of opportunity between disabled people and other people
2. Eliminate unlawful discrimination
3. Eliminate disability related harassment
4. Promote positive attitudes towards disabled people
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

2.3 Accessibility

There is specific disability legislation in relation to disabled students and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to students in a range of different ways

We must ensure that disabled students do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

2.4 Gender equality

The general duty to promote gender equality means that we must have due regard to:

1. Eliminate unlawful discrimination and harassment and
2. Promote equality of opportunity between men and women, girls and boys.

2.5 Transgender

Transgender people are explicitly covered by the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender re-assignment and will provide a supportive environment within its school community.

2.6 Community cohesion

We also have a responsibility to promote community cohesion, developing good relations across different cultures, ethnic, religious and non-religious and socio-economic groups. We have incorporated our priorities into our Single Equality Policy and action plan to make it easier to monitor our progress and performance in meeting our objectives.

2.7 Age, sexual orientation, religion and belief

We must ensure that we do not discriminate on these grounds. This policy includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

2.8 Marriage and Civil Partnerships

We must ensure that we recognise marriage and civil partnerships in line with the law. We must work to ensure that people are not discriminated against on these grounds and that we actively work to raise awareness and eliminate discrimination in these areas.

3. Our school values and visions

In meeting the duties described above, this will mean that all our actions will embody our school's key principles and values with regards to Equalities:

- We strive to make the best possible provision for all students/students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation.
- We know that equalities are not simply about protecting the potentially vulnerable. We believe that all students may be/ are disadvantaged by the holding of prejudicial views, and seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.
- We value staff for their ability and potential to help make the best possible provision for the student in our school, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation.
- We are proactive in our efforts to identify and minimise existing barriers or inequalities.
- We seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

4. Our school within Bishop Auckland / County Durham profile

King James I Academy is a large and diverse school which aims to provide high quality education for student with a wide range of learning abilities.

Contextual Data based upon RAISE document (September 2016)

742 Students (5th September 2016)

55.2% Girls – 44.8% Boys

51.5% of our students are eligible to receive free school meals (“Ever 6”)

7% of our students are from a minority ethnic group

21.4% of students are supported at SEN Support, and 2.4% have EHC Plans/ Statements (v National figures of 12.4% and 1.8% respectively)

We currently have 5 students (Years 7-13) who are Looked After by the Local Authority, and 6 students who have a Child Protection Plan. Some families are being supported by the Locality Team and others receive support from our Safeguarding Lead. The percentage of students known to be eligible for Free School Meals is above the national average. Attendance rates at the school for both authorised and unauthorised absence are 94.5% compared with a national figure of 95% (2016 figures).

The **socio-economic backgrounds** within the school are mainly white British. We currently have 1.0% of student whose first language is not English. We have 7% of students known to be from minority ethnic backgrounds.

5. **Collecting and analysing equality information for students at King James I Academy**

King James I Academy is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves and to provide learning environment in which each individual is encouraged to fulfil his or her potential.

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

We collect and analyse a range of equality information for our students/students:

- Information gathering (students):
 - Attainment Data
 - Attendance Data
 - Exclusion
 - Attendance at Extended School activities / extracurricular activities
 - Complaints of bullying and or harassment
 - Participation in Student Council
 - Parental questionnaires
 - Student Voice questionnaires

We have identified the following **priorities** from this information-gathering exercise:

- We will continue to monitor and address any gender gap in achievement.
- We will respond to parent feedback and ensure our parents and students play an active part in developing and implementing our Anti-Bullying policy.

These actions have been prioritised over the three year life span of our policy and have been included in our action plan, as shown in Section 16.

6. **Governance at King James I Academy**

King James I Academy is committed to providing a working environment free from discrimination, victimisation, and harassment. King James I Academy also aims to recruit an appropriately qualified workforce and governing body that is representative of all sections of the community in order to provide a service that respects and responds to the diverse needs of our local population.

We collect and analyse the following profile information for our staff and governors:

- Information Gathering (Staff and governors):
 - Applicants for employment
 - Staff promotion
 - Governing body profile
 - Attendance on staff training events
 - Disciplinary and grievance cases
 - Staff appraisals/performance management
 - Exit interviews
 - PASS data
 - Exclusions Data (available separately)

We have identified the following issues from this information-gathering exercise:

- Low disclosure rates in respect of disability.
- Governing body profile is not collected

Actions to address the issues identified have been prioritised over the three year life span of our policy and have been included in our action plan, as shown in Section 16.

7. Consultation and involving people

We have striven to involve the full diversity of our school and community, recognising that people who share an aspect of their identity in relation to race, disability, gender, age, sexual orientation and religion or belief are best placed to identify key issues for us to address. A summary of the policy has been shared with parents and the full policy and action plan has been published on the school website. Any priorities raised by involved parties, will be addressed within this policy.

8. What we have achieved so far?

8.1 Race Equality

Dealing with racist incidents

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour. We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

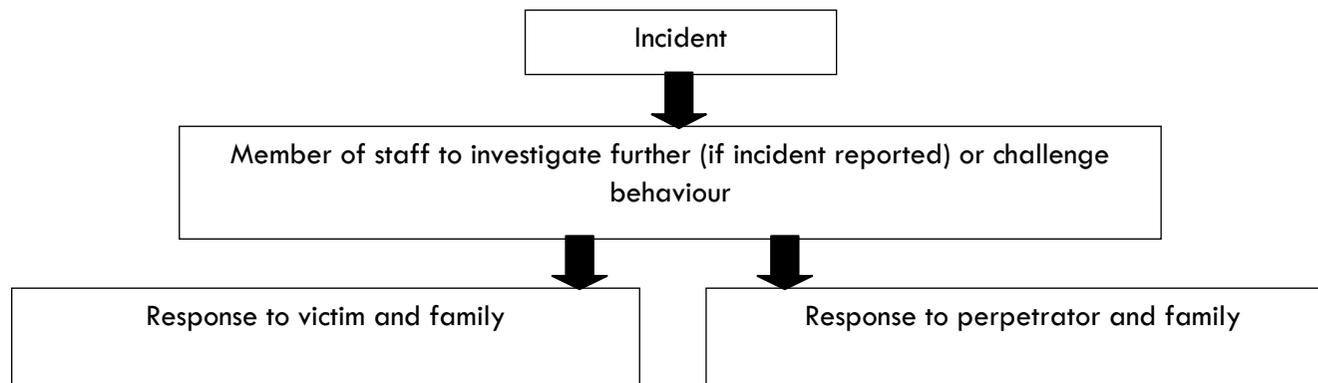
Through our school ethos and curriculum, we want our students and staff to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

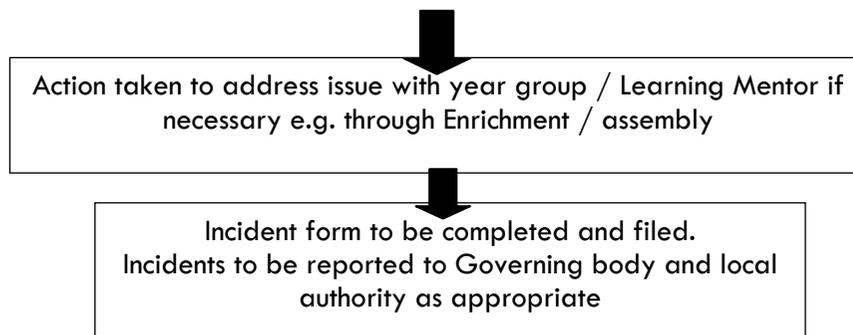
We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our student, young people and communities. The school complies with the Local Authorities procedures regarding the reporting of racist incidents.

We want to do more by:

- Encouraging people from different Ethnic backgrounds to apply for jobs
- Involving our students in implementing our Anti-Bullying Policy
- The school is working towards improved engagement and consultation between school and parents as this would help to identify need and address equality-related issues at an earlier point.

Responding to Racist Incidents





8.2 *Disability Equality*

Our current published Accessibility Plan provided the following to enable equality of opportunity:

- A warm, bright, friendly and welcoming environment
- An environment which is considerate to the health and safety of all who come into the school building
- Storage of equipment so that it is accessible to all who reasonably need to use it
- Adaptations designed to ensure equality of access for all to most parts of the school e.g. ramps, grab-rails, low door handles, toilets which will accommodate wheelchair users and those who need additional support/walking aids, good lighting, switches at an appropriate height, well-marked boundaries (e.g. door frames, doors, walls)
- We believe that all students are entitled to receive a broad, balanced and relevant curriculum. Inclusion is viewed as an important part of our ethos and we value all student and their families, whatever their individual needs.
- All teaching and learning takes account of our inclusion principles and every member of the school community is expected to promote and demonstrate inclusive behaviour. All staff are responsible for the implementation of these principles and are supported and have access to a range of advice and resources to support these.
- The school tracks all students throughout the school to ensure that they are supported, planned for, and able to reach their full potential.

8.3 **Community Cohesion**

What we have already achieved:

Promoting understanding of the school's context

- Community Manager (Nicola Carrick)
- School involvement in Community Cohesion work

- International Schools Award for our work with a school in Jamaica, Ireland, Brazil, Africa etc.

Contrasting the school with the local community

- Students investigate the local area through Community Access days. Visits to the local shops and trips to our feeder schools.

Plans to promote community cohesion

- Contrasting other religions through curriculum planning.
- Support of international charities such as, Comic Relief and Student in Need.
- Provide Family Learning opportunities for our parents and the local Community.
- Parents Forum
- Establish links with local businesses to be able to run an effective Work Experience programme.

8.4 Gender Equality

What we have already achieved and will continue to do:

- The school complies with the L.A Equal Opportunities Policy when recruiting new staff
- The school benefits from having teachers of both genders.

9. Equality Impact Assessments

We will carry out Equality Impact Assessments on our policy and practice which will cover all aspects of equality: race, disability, gender (including gender identity), age, sexual orientation, religion and belief. We will look for ways to improve practice as well as ways to eliminate discrimination and harassment. We will build the impact assessment process into all new policy development and decision making activities.

10. Other School Policies

We have used our existing school policies to inform our Single Equality Policy. The Single Equality Policy now incorporates all of these issues into a Single Equality Policy.

- Academy Improvement Plan
- Accessibility Plan
- Race Equality Policy
- Disability Equality Policy
- Gender Equality Policy
- Equal Opportunities Policy

11. Roles and Responsibilities

The governing body will:

- monitor the implementation of the policy and action plan to check progress and assess impact on staff, learners and parents
- ensure that all governors are aware of their legal responsibilities under equality legislation
- monitor achievement of equality targets
- check that implementation of the policy and action plan achieves improved outcomes for people who share an aspect of their identity in relation to race, disability, gender (including gender identity), age, sexual orientation, religion and belief

The Community Manager will:

- provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation
- ensure staff, students, parents /carers and any other interested stakeholders are aware of this Scheme and their roles and responsibilities in implementing this Scheme
- monitor to ensure effective implementation of the policy and action plan
- provide regular reports for governors on progress and performance
- Allocate appropriate responsibilities, and provide suitable training and development for staff to implement this policy

The senior leadership team will:

- drive forward implementation of the policy and action plan
- support staff to carry out their role in implementing this policy
- provide effective leadership on equality, inclusion and community cohesion
- ensure the policy is successfully promoted
- respond in a timely and appropriate manner when dealing with any incidents or issues of discrimination, harassment or victimization

All staff will

- recognise that they have a role and responsibility in their day-to-day work to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - respond appropriately to incidents of discrimination and harassment and report these
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

All staff will also ensure that students are encouraged to

- recognise that they have a role and responsibility to themselves and others so that they understand and are able to:
 - promote equality, inclusion and good community relations
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - work to promote anti-bullying strategies
 - Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

12. Commissioning and Procurement

King James I Academy is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.

13. Publicising our scheme, raising awareness

We recognise that our policy is a public document that should be available to any interested stakeholder. We will promote and publish our policy by:

- Placing it on the School website
- Communicating it through parent newsletters
- Staff and student induction
- Providing a summary in our prospectus

14. Annual Review of Progress

We will revise our Single Equality Policy every three years and our Action Plan will be reviewed annually.

We will continue to review annually the actions we have taken in the development of our Single Equality Policy which include:

- The results of our information gathering activities for race, disability and gender and what we have done with this information
- The outcomes of involvement activities from minority groups
- A summary from equality impact assessments undertaken
- An update of the progress made against priorities
- Celebrating what we have achieved in relation to promoting community cohesion

15. Ongoing involvement of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing involvement of our Single Equality Policy and Action Plan. This includes:

- A regular slot at Student Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of students and give the opportunity for feedback
- Involving the Parent Forum in the review process.

16. Single Equality Scheme Action Plan 2015 – 2018 (Aims and Objectives) – Blue = Protected Characteristics

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Partnership	Pregnancy and Maternity	Gender Reassignment	SEN	Student Premium	Other	Planned Outcome	Planned Actions	Timescale	Responsible	Monitored by
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> •All staff demonstrates through their practice an awareness of the Single Equality Scheme and have a clear understanding of their roles and responsibilities. 	<ul style="list-style-type: none"> •Raise awareness of the Single Equality Scheme at: <ul style="list-style-type: none"> - Induction / ITT - Transforming Practice Meetings - CPD / INSET 	Ongoing	Senior Leaders with responsibility for CPD and Head Teacher	Teacher with responsibility for Diversity and Equality (Sue Dent) and Governor Responsible for Equality (Gladys Short) Joanne Aitkin

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Partnership	Pregnancy and Maternity	Gender Reassignment	SEN	Student Premium	Other	Planned Outcome	Planned Actions	Timescale	Responsible	Monitored by
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> The governing body is taking active steps to be representative of the local community and to reflect a broader range of interests based upon protected characteristics. 	<ul style="list-style-type: none"> Governor recruitment seeks diverse applications from representative parents. Governor training emphasises the importance of promoting equality in all aspects of its work. Allocation of a Governor to support the Equality agenda. 	Ongoing	Governor Responsible for Equality Teacher with responsibility for Diversity and Equality Head Teacher	(CPD) Chair of Governors (Elizabeth Varley)
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> Parent and Academy representatives will promote equality and diversity through the work of the Parents' Forum and the production of Vision. 	<ul style="list-style-type: none"> Promotion of equality through the work of the Parents' Forum by considering equality of opportunity. Vision magazine to promote diversity and to be checked for representative content 	Ongoing	Head Teacher Teacher with responsibility for Diversity and Equality	Gladys Short Joanne Aitkin

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Partnership	Pregnancy and Maternity	Gender Reassignment	SEN	Student Premium	Other	Planned Outcome	Planned Actions	Timescale	Responsible	Monitored by
													and to be used to promote diversity.			
	✓		✓								✓	<ul style="list-style-type: none"> • Accessible facilities are provided through the development of the PSBP programme. 	<ul style="list-style-type: none"> • All plans are to include appropriate facilities to meet the needs of disabled users (lift / desks / hearing loop etc.). • Toilet and shower facilities are to be provided which protect users and respect privacy. 	Complete	Head Teacher	Gladys Short Sue Dent
✓					✓							<ul style="list-style-type: none"> • Students have opportunities to live and work with students from different cultures and races. 	<ul style="list-style-type: none"> • Promotion of the International Dimension through work with partners in Jamaica, Brazil, Spain etc. • Continued meeting of International School Award requirements. • Educational visits. 	Ongoing	Various teachers and support staff	Gladys Short
✓	✓	✓	✓	✓	✓	✓	✓	✓				• The PSHCE programme	• Planning of the PSHCE	On-going	Morag	Gladys Short

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Partnership	Pregnancy and Maternity	Gender Reassignment	SEN	Student Premium	Other	Planned Outcome	Planned Actions	Timescale	Responsible	Monitored by
												promotes diversity and links closely to an appreciation of different races and religions through the RE programme.	programme reflects content which explores diverse religious beliefs and promotes an appreciation of racial differences.	development work	Stead David Longstaff	
		✓					✓				✓	<ul style="list-style-type: none"> •Our health education programme provides support for and promotes opportunities to support pregnant girls. 	<ul style="list-style-type: none"> •Programme of health education for all pupils at King James •Defined health promotion activity supports equality of opportunity for those of different genders and supports opportunities for pregnant teenagers. 	Defined programme is in place for each year and is set up to respond to the needs of students.	Student Support Workers	Gladys Short
		✓	✓									<ul style="list-style-type: none"> •Minority Groups understanding and tolerance is promoted through the pastoral programme and through the promotion of the support available for 	<ul style="list-style-type: none"> •Assembly developed to identify the value of difference and the support which is available for different minority groups •Display to identify local 	Spring Term 2015 Summer Term 2015	Student Support Workers	Gladys Short Head Teacher

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Partnership	Pregnancy and Maternity	Gender Reassignment	SEN	Student Premium	Other	Planned Outcome	Planned Actions	Timescale	Responsible	Monitored by
												minority groups.	sources of support, including access to health and well-being support and advice.	(updated annually)		
		✓			✓							<ul style="list-style-type: none"> Gender equality is promoted through History and RE and through the broader educational opportunities provided in all subject areas. 	<ul style="list-style-type: none"> Monitoring of materials to ensure that they promote equality and do not promote gender or racial stereotypes. Delivery of the curriculum within RE and History to consider and promote equality and the rights of women as well as religious tolerance. 	Ongoing	Sue Dent Directors of RE and History	Gladys Short Gladys Short
									✓			<ul style="list-style-type: none"> To narrow the gap in achievement between all students and those in receipt of Student Premium funding. 	<ul style="list-style-type: none"> See the Student Premium Action Plan / Academy Improvement Plan (AIP). 	Gap has significantly lowered from 2015 to 2016 (25% 2015, 18% 2016)	All teaching and non-teaching staff	Achievement and Standards / Quality of Provision Committees

Race	Disability	Sex	Sexual Orientation	Age	Religion & Belief	Marriage/ Civil Partnership	Pregnancy and Maternity	Gender Reassignment	SEN	Student Premium	Other	Planned Outcome	Planned Actions	Timescale	Responsible	Monitored by
									✓			•To ensure that SEN students receive the support they require in order ensuring that they meet or exceed targets.	•See SEN Action Plan / Academy Improvement Plan (AIP).	Progress 8 score 2016-+0.67	All teaching and non-teaching staff	Achievement and Standards / Quality of Provision Committees

Appendix A: Definition of the 9 Protected Characteristics (Equality and Human Rights Commission)

- Age

Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

- Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

- Gender reassignment/ Gender Identity

The process of transitioning from one gender to another.

The identity which an individual accesses in part or in full due to their gender.

- Marriage and civil partnership

Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

- Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavorably because she is breastfeeding.

- Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

- Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

- Sex

A man or a woman.

- Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.