

# EQUALITY INFORMATION AND OBJECTIVES POLICY

(Statutory document)

This policy makes links with: Anti-Bullying Policy, Behaviour Policy, SEND Policy,  
Accessibility Plans and Maternity Leave

This policy was ratified by the Governing Body on:	May 2016
This policy will be reviewed in:	October 2017
This policy will be reviewed by:	Miss N Christie

## **Strategic Framework 2015-2018**

### **MISSION STATEMENT**

We are proud to be part of the unique community of Dover Christ Church Academy where everyone is valued, supported and challenged to achieve their very best. Through our partnership with Canterbury Christ Church University, we all work hard to provide the highest quality education. We are committed to excellence, inspiring teaching in outstanding buildings, where students enjoy learning and make excellent progress. We believe that anything is possible and through our high aspirations and everyone's hard work, students will achieve their goals and go on to live full and meaningful lives.

### **VALUES**

- The development of the whole person, respecting and nurturing the inherent dignity and potential of each individual
- The development and delivery of excellent teaching and learning
- The power of education and lifelong learning to transform individuals, communities and nations
- Our friendly, inclusive and professional community of students, staff and families preparing individuals to contribute to a just and sustainable future

*Italics* = Cross cutting themes from DCCA Strategic Framework

## **Academy policy statement on equality and community cohesion**

Our academy is committed to equality both as an employer and a service provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our academy is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents, and through our Academy & Parent Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

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

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free school meals
- students who are disabled
- students who have special educational needs
- boys in certain subjects, and girls in certain other subjects

### **Staff with responsibility for Equality:**

All Staff at Dover Christ Church Academy

### **Staff member with overview of Equality: Miss Natalie Christie**

Tel: 01304 820126 Email: [christien@dccacademy.org.uk](mailto:christien@dccacademy.org.uk)

### **Academy Governor with overview of Equality: Mrs Anne Blunt**

Tel: 01304 820126 Email: [governors@dccacademy.org.uk](mailto:governors@dccacademy.org.uk)

## Responsibilities

All staff are responsible for:

- promoting equality and community cohesion in their work;
- avoiding unlawful discrimination against anyone;
- fostering good relations between groups;
- being able to recognise and tackle bias and stereotyping;
- taking up training and learning opportunities.
- *being committed to positively challenging any behavior or language which is discriminatively or prejudicial.*

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010.
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it.
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

## 1. Information about the student population

Number of students on roll at the academy: 675

### Information on students 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.

#### **Disability**

The Equality Act defines disability as when a person 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.'

Number of pupils with disabilities: 57

There are pupils at our academy with different types of disabilities and these include:

- ADHD ( Attention-deficit/hyperactivity disorder )
- Visually Impaired

<b>Pupil Special Educational Needs (SEN) Provision (as of September 2016)</b>		
	<b>Number of pupils</b>	<b>Percentage (%) of academy population</b>
No Special Education Need	<b>509</b>	<b>78.31%</b>
Support	<b>96</b>	<b>14.77%</b>
Statement	<b>45</b>	<b>6.92%</b>

<b>Total Students 675 (as of September 2016)</b>
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<b>Ethnic group</b>		<b>Number of students</b>	<b>Percentage of students</b>
White	British	618	91.6
	Irish	0	0
	Traveller of Irish	0	0
	Romany or Gypsy	1	0.1
	Any other white	14	2.1
Mixed	White and Black	5	0.7
	White and Black	0	0
	White and Asian	2	0.3
	Any other mixed	4	0.6
Asian or Asian British	Indian	1	0.1
	Pakistani	0	0
	Bangladeshi	2	0.3
	Any other Asian	19	2.8
Black or Black British	Caribbean	0	0
	African	1	0.1
	Any other black	0	0
Chinese		0	0
Any other ethnic group		2	0.3
Parent/Student preferred not to say		5	0.7
Ethnicity not known		1	0.1

**Gender (as of September 2016)**

<b>Total</b>	<b>675</b>
Male	55.1% (372)
Female	44.9% (303)

<b>Pregnancy and maternity</b>	
	<b>Number of pupils</b>
Pupils who are pregnant	<b>1</b>
Pupils who have recently given birth	<b>0</b>

## Information on other groups of pupils

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

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

<b>Pupil with English as an additional language (EAL) (as of September 2016)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of academy</b>
Number of pupils who speak English as an additional language	20	19	39	5.8%

<b>Pupils from low-income backgrounds (as of September 2016)</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>Percentage of academy population</b>
Number of pupils eligible for free academy meals	103	100	201	30.1%

### Looked after children (as of September 2016)

24

### Young carers (as of September 2016)

0

## 2. Publication and review

This Equality information fulfills statutory requirements under the terms of legislation referred to above. As it is a public document, the academy governors publish it by making it available on request and on our academy website

This interim information from 2016 will be kept under regular review & updated annually.

## 3. Information about the staff population

We recognise as an academy employing less than 150 people, that we are not required to publish similar information for staff as for students.

## 4. Equality Objective 2013-14

The Equality Act 2010 requires us to publish specific and measurable equality objective(s). Our equality objective(s) are based on our analysis of data and other information and focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objective(s).

The academy has set one initial overriding equality objective:

**To narrow the gap between the outcomes gained by cohorts sharing the protected characteristics defined by the act.**

The current progress we are making in this respect can be seen in the publication, RAISEonline, which covers outcomes to 2012, and is available from the academy.

## 5. 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.

We are aware that we are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our Academy policies.

### General

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our governing body has established an Equality and Behaviour Committee.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
- We have a Behaviour Policy which helps students develop a standard of behaviour that demonstrates self-respect, self-discipline and respect for others.
- *We have an Academy Anti-Bullying Policy that demonstrates the zero tolerance of all forms of bullying, including: bullying on the protected characteristics through a culture of mutual respect.*
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- Our admission arrangements are set by Governors and comply with the Admissions Code.
- Our complaints procedure sets out how we deal with any complaints relating to the academy.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.

## Disability

- *We have a special educational needs policy that outlines the provision the academy makes for students with special educational needs to ensure that the progress of all groups with a special focus on disadvantaged students, disabled students and those with SEN exceeds students nationally with the same starting point.*
- We have an Accessibility Plan that strives to create an inclusive approach to the education of our students and for the dignity of our visitors.
- We support disabled learners and staff by meeting their individual needs.
- We take steps to ensure that disabled students are not put at a disadvantage compared to other students.
- We involve disabled learners, their families and staff in the changes and improvements we make and consult them on issues affecting them.

## Ethnicity

- We monitor the attainment and progress of all our students by ethnicity.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- *We involve parents and families in initiatives and interventions to improve outcomes for particular groups, to ensure that the academy meets or exceeds national benchmarks and outcomes at all key stages for all students across the curriculum.*
- We link with groups, organisations and projects in the local community.

## Gender

- We monitor the attainment of all our students by gender.
- We take a student specific approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subject choices, careers advice and work experience are avoided.
- *We ensure opportunities to support all students are further embedded throughout the academy and through partnership with Canterbury Christ Church University and that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.*
- Both male and female parents are encouraged to be involved in the work of the academy and contribute to their children's learning and progress.

## Religion

- We do not analyse data based on students' religion and belief. As a multi-faith academy, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. However, as a multi-faith academy, we recognise that people of religion and belief may experience discrimination and harassment.
- *The academy promotes the spiritual, moral, social and cultural development of all and aims to ensure that every member of the academy community is committed to the further development of self-discipline, resilience, health and emotional and mental well-being.*
- Our curriculum supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- We tackle bullying and harassment on the basis of faith and belief.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia.

## Sexual orientation and gender re-assignment

- We do not collect data on the sexual orientation of our students or staff but as an academy we are aware that there may be a number of equality issues for those persons who share this protected characteristic.
- We do not collect data on students or staff with regard to gender reassignment, but recognise that those persons who share this protected characteristic may experience discrimination and harassment. We strive to ensure this is not the case at the academy.

## Marriage and civil partnership

- No data is collected or held by the academy about parents' marital status, apart from the titles and names given for home contacts and information about whether letters home and reports are to be sent to two addresses, unless specifically requested by a parent or student.
- No data is held by the academy about the marital status of members of staff, apart from titles and names given on application forms and emergency contacts, unless specifically requested by the member of staff.
- The academy's absence policy allows leave with pay for both family marriages and civil partnerships.

## Pregnancy, maternity and paternity

The academy is aware of the challenges and barriers faced by pregnant students and young mothers.  
We will provide sensitive and appropriate support to any student who is pregnant or who has recently had a baby.  
The academy has policies for maternity leave, paternity leave and flexible working (reduced hours).