



Equality Statement and Objectives

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<u>DATE OF REVIEW:</u>	<u>28 February 2023</u>
<u>DATE OF NEXT FULL REVIEW</u>	<u>September 2024</u>

Introduction

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.

At Springwell Lincolnshire we focus on the well-being and progress of every pupil and all members of our community are of equal worth. We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All pupils are of equal value.
2. We recognise and respect differences.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children and young people.

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do. '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 equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010. We eliminate discrimination by:

- Adoption of the Trust's Equality Policy
- Having a personalised curriculum offer built around pupil's specific needs
- Ensuring that all pupils are able to take part in extracurricular activities and the school
- Ensuring that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly
- Taking all necessary steps to meet pupils' needs by using a variety of approaches, enabling our pupils to take as full a part as possible in the activities of the school
- Ensuring there is adequate access to the physical environment of the school
- Plan ongoing events to raise awareness of equality and diversity
- Carefully monitoring bullying and prejudice and dealing with it accordingly. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying

Admissions, behaviour and exclusions

Our admissions arrangements are fair and transparent. Exclusions will always be based on the school policies and only used to allow time for alternative plans and intervention to be put in place.

We monitor behaviour incidents and update Pupil Behaviour plans accordingly with an aim to identify pupils' needs as early as possible and respond to changing needs.

The school challenges all forms of prejudice and prejudice-based bullying, which stands in the way of fulfilling our commitment to equality and inclusion.

Equal opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion

of equality in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender reassignment, full respect for legal rights relating to pregnancy and maternity, and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- Initial equality & diversity training as part of staff induction
- Continued professional development opportunities for all staff

Consultation and Involvement

It is a requirement that the development of the Equality Plan and the actions within are informed by the input of service users. We will achieve this by using the following to shape the plan:

- Feedback from the parent questionnaire, parent / teacher meetings.
- Input from staff meetings or through staff surveys / Professional Development Training and 1:1 supervision meetings.
- Feedback from and at Local Governing Body meetings.

Tackling Discrimination

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and will not be tolerated. All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

All staff are aware of a clear and transparent system for the management of racist and homophobic incidents and other incidents of harassment or bullying. All incidents are reported on CPOMs to the HOS/AP and numbers of incidents, including racist incidents are reported to the Governing Body within the Data Dashboard. Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender
- Exclusion from groups and games
- Use of derogatory names, insults and jokes
- Unwanted looks or comments
- Racist, sexist, transphobic, homophobic or discriminatory graffiti
- Provocative behaviour such as wearing racist, sexist, transphobic, homophobic or discriminatory badges or insignia
- Bringing discriminatory material into school
- Verbal abuse and threats
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation
- Discriminatory comments in the course of discussion

- Attempts to recruit others to discriminatory organisations and groups
 - Ridicule of an individual for difference e.g. food, music, religion, dress etc.
 - Refusal to cooperate with other people on grounds of race, gender, disability or sexual orientation.
- Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole academy.

Review of progress and impact

We have a rolling programme for reviewing our Academy policies and their impact. In line with legislative requirements, we will review progress against our Equality Action Plan annually and review the entire plan and accompanying action plan on a four year cycle.

Equality Objectives 2020 - 2025

At Springwell Lincolnshire the following Equality Objectives have been developed in line with the Equality Act 2010 and Wellspring Academy Trust's Equality Statement, Policy and Objectives. These objectives are part of our commitment to promoting equality and providing an inclusive school.

Objective	2020-2021	2021-2022	2022-2023	2023-2024	2024-25
All pupils have a personalised curriculum offer built around their pathway and needs. All pupils are able to take part in structured activities, enrichment activities and trips/visits that support the promotion of the rich diversities of the UK	In place for all pupils in school. Need to consider access to appropriate alternatives for any pupils on TI	Pathway 1 curriculum under review and academy dev spend allocated to this area for 2022-2023	New curriculum in place with addition of Forest school and enhanced enrichment offer with Children's university programme with Lincoln uni. Curriculum impact reports now in place as part of QA.		Full review of all objectives and new objectives to be set
The Relationship policy will be understood and consistently followed by all adults in school	CPD session needed for Grantham and Spalding	CPD session complete in all schools	Enquiry walks scheduled for Spring term		

			to focus specifically on relationships policy		
The school will plan for curriculum opportunities including: a range of books in the library and as part of each KS reading read, events and visitors to raise awareness of equality and diversity	Foyles grant used to purchase a range of books for each library and reading roads in place for each Key Stage. Events/visitors limited by Covid Risk Assessment but programmes planned for 2021-2022	Books all in libraries. Visitors and visits are all happening as part of the curriculum. PSHE curriculum map shows coverage of planned content but reactive sessions happening across the schools and these are now being logged as actions on CPOMs as part of incident logs			

<p>All forms of prejudice-motivated bullying is taken seriously and dealt with in line with policies. Bullying will be carefully logged and monitored. Regular training and reminders in CPD and briefings will ensure that staff are aware of the process for reporting, including the reporting of incidents which happen outside of school</p>	<p>Clear process in place for reporting using CPOMs. Categories amended to reflect guidance. Staff logging incidents that happen in school but more input required to encourage pupils to report/discuss concerns about bullying/harassment online that occurs outside of school and training/reminders for staff about the importance of logging these incidents.</p>	<p>CPD taken place across all schools using the extended Tuesday CPD session. Data dashboard shows increase in logging of incidents as a result of increased awareness</p>	<p>Dashboard has identified a reduction in prejudice related incidents but some concern raised that comments made to staff are not always logged in the same way that child on child comments are logged. Further CPD and briefing reminders/in put to happen as a next step</p>		
<p>Springwell Lincolnshire will seek to employ a workforce that reflects the community that it serves with a commitment to increasing the diversity of our staff team</p>		<p>Governor feedback to add additional objective</p> <p>SLT all aware of new equality objective</p>			