



Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

Promoting Equality (including PSED) Policy

Coordinator	Andreanna Akinyemi
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Agreed by LT on	12 th June 2021
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Agreed by Trustees on	8 th June 2022
This policy is communicated by the following means:	
Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	Academy website
Students	Student Planners, PSHCE, Assemblies

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1. Introduction

Clapton Girls' Academy is an inclusive academy where we focus on the progress and well-being of every student and where all members of our community are valued equally. We work together to ensure that students: are healthy, stay safe, enjoy and achieve, make positive contributions and achieve economic wellbeing.

Clapton Girls' Academy is committed to working together to celebrate and promote inclusion because we recognise that inclusive education contributes to greater equality of opportunity for all members of society.

We believe that our curriculum and teaching opportunities promote and celebrate the diversity of our academy's community, and we regularly review our policies and practice in order to ensure this is the case.

Our academy is situated in a diverse community where many people experience disadvantage, discrimination and prejudice. We provide a positive learning environment, where all members are valued, irrespective of: sex (gender), race, disability*, age, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Our academy will continue to be a vibrant centre of learning at the heart of our local community, where we embrace and celebrate differences as resources to promote learning and success.

*Throughout this policy, the word disability refers to any physical or mental impairment that has a 'substantial' and 'long-term' negative effect on an individual's ability to do normal daily activities.

The term 'parent' throughout this policy refers to any person with parental responsibility.

The Equality Act 2010 requires all public organisations, including schools, to comply with the Public Sector Equality Duty. We believe that the **Public Sector Equality Duty** (PSED) provides a framework to support our commitment to valuing diversity as well as addressing the statutory areas of:

1. **Eliminating unlawful discrimination, harassment and victimisation.**
2. **Advancing equality of opportunity between different groups.**
3. **Fostering good relations between different groups.**

The Public Sector Equality Duty also ensures that we continue to tackle issues of disadvantage and underachievement of different groups, since breaking down barriers to learning, and increasing life choices for all students, is a key part of our vision.

The Public Sector Equality Duty also requires that we:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years, which are specific and measurable



This policy describes how our academy is meeting these statutory duties and also provides guidance to staff and outside visitors about our approach to promoting equality which are also summarised as follows:

Appendix 1 Checklist for staff and Trustees

Appendix 2 Academy Equality Objectives for 2020-2024

Appendix 3 Academy Promoting Inclusion Statement

Links to Other Policies and Documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also included in our Academy Improvement Plan, self-evaluation review, the academy prospectus, website, training and staff and student planners.

For further information on our approach to promoting equality, please refer our anti-racist statement in student and staff planners and to the following policies and the Equality and Diversity action plan:

- Policy no. 63 Admissions
- Policy no. 34 Behaviour for Learning
- Policy no. 24 SEN and Inclusion
- Policy no. 28 Challenging Bullying
- Policy no. 58 Recruitment and Selection
- Policy no. 39 Exclusions
- Policy no. 01 Curriculum, Quality, Teaching, Learning and assessment
- Policy no. 36 Grouping

2. What are we doing to promote equality?

- We actively promote equality and diversity through the curriculum and by creating an environment, which champions respect for all.
- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- We work with external consultants to ensure best practice in work around gender and identity and anti-racist practice.
- We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to non-disabled students and stop disabled students being placed at a disadvantage compared to their non-disabled peers.
- We ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the academy.
- We do not discriminate against students by treating them less favourably on the grounds of their race, disability, religion or belief, sexual orientation, gender



reassignment, pregnancy or maternity and our admissions arrangements are fair and transparent.

- We ensure that student have equal access to teaching and learning and extracurricular activities are aware of the economic disparity within our community.
- We are fair and transparent with our recruitment arrangements and we actively promote a diverse staff and governing body.
- We ensure that staff are effectively trained to address and actively promote equality and diversity in all aspects of the academy.
- We train, encourage and support staff to identify and tackle institutional barriers, without blame and to the benefit of all.
- We actively promote an understanding of the nature and impact of unconscious bias and micro-aggressions and how these can be avoided and eliminated.

2.1 Behaviour, Exclusions and Attendance

The academy's Behaviour for Learning and exclusion and attendance policies take full account of the duties under the Equality Act 2010. We make reasonable, appropriate and flexible adjustment for students with a disability. We closely monitor data on exclusions and absence from the academy for evidence of over-representation of different groups and take action promptly to address concerns.

2.2 Addressing prejudice and prejudice-based bullying

The academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality. Although we currently have very few recorded incidents, we will:

- challenge prejudices around disability and special educational needs;
- challenge prejudices around race, religion or belief, (for example anti-Semitism and Islamophobia) travellers, migrants, refugees and people seeking asylum.
- challenge prejudices around gender identity and sexual orientation, including homophobic, bi - phobic and transphobic attitudes.
- treat all bullying incidents equally seriously.
- keep a record of different prejudice-related incidents and provide a Promoting Equality report to the Trustees about the numbers and types of prejudice-related incidents at our academy. We review this data termly and take action to reduce inequality incidents.

3. What we are doing to advance equality of opportunity between different groups?

We know the needs of our academy population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.

We collect, analyse and publish data:

- on the academy population by gender and ethnicity;
- on the percentage of students identified as having a special educational need and/or disability and by their principal need or disability;
- by year group – in terms of ethnicity, gender and proficiency in English;
- on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English;



- on standards reached by different groups at the end of each key stage, in particular students in the Caribbean Heritage (CH), African Heritage (AH) and dual heritage Caribbean/African groups.

We also promote equality by:

- Ensuring equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.
- Avoiding language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able".
- Providing a curriculum that challenges all our students and using a range of teaching strategies, that ensure we meet the needs of all students enabling them to make progress and reach their fullest potential.
- Providing support to students at risk of underachieving.
- Alerting and being proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

Positive Action

We will take positive and proportionate action such as targeted support to address the disadvantage faced by particular groups of students with particular protected characteristics. These actions will be designed to meet the academy's Equality Objectives.

4. What we are doing to foster good relations?

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the Spiritual, Moral, Social and Cultural (SMSC) development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHCE and across the curriculum.
- We use materials and resources that reflect the diversity of the academy population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping, including using gender-neutral language in our publications.
- We promote an academy wide ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people.
- We encourage parents of Black and global majority backgrounds to contribute to the work that we are doing to ensure that we are a truly anti-racist school.
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences and to hear views about their own experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole academy events e.g. Black History Month, Anti-Bullying Week, International Women's Day and LGBT History Month.
- We include equalities matters in our newsletters to parents.
- We continue to share our work regarding tackling hair discrimination with the local and national press.



- We provide Unconscious Bias (UB) training for all staff. This helps to facilitate a forum for all to have honest and candid discussions that promote a deeper understanding of equality issues.
- We provide extensive reading lists to support with professional learning.
- We address and challenge behaviour that does not comply with our equality and diversity values.

5. Other ways we address equality issues

- We maintain records of all training, including training relating to equalities.
- Our monitoring records include evaluations of aspects of equality.
- We keep minutes of meetings where equality issues are discussed.
- We have a rolling programme for reviewing all of our academy policies in relation to equalities and their impact on the progress, safety and wellbeing of our students.
- The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole academy community, we:

- review relevant feedback from parent questionnaires, parents' evenings, parents' focus meetings and Trustees' meetings.
- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the student body, PSHCE lessons and academy-wide end of term/year evaluations of students' attitudes and experiences.
- analyse issues raised in annual reviews or reviews of progress on Personal Education Plans, alternative provision placements, mentoring and support.
- ensure that we secure responses and feedback at governing body meetings and from the governing body's working groups.
- ensure that student and parent feedback is welcomed and provide a range of opportunities for this to be shared.
- ensure the provision of technology that supports teaching and learning is provided to those families that are identified in need.
- liaise with local services to ensure that we explore support that suits the needs of all of our community members.
- ensure that all extracurricular activities are inclusive and accessible to all.
- have signed up to the Halo Code signifying our commitment to the rejection of hair discrimination.

6. Publishing Equality Objectives

The objectives which we identify represent our academy priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Sector Equality Duties by the extent to which:

- we achieve improved outcomes for the different groups.



- produce equality data analysis which informs our discussions about the equality objectives.

Our equality objectives for 2020-2024 are shared in Appendix 2.

7. Roles and Responsibilities

We expect all members of the academy community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

7.1 Board of Trustees

The Board of Trustees is responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures and action plans are implemented.

7.2 Headteacher and Leadership team

The Headteacher is responsible for implementing the policy; ensuring that all staff are aware of their responsibilities and are given appropriate training and support, taking appropriate action in any cases of unlawful discrimination. A senior member of staff has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes. They will have expert and informed knowledge of the Equality Act.

7.3 Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur and report them using academy procedures.
- Plan and deliver the curriculum and lessons that reflect the academy's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all students by ensuring 'challenge for all' and by continuously evaluating, and where necessary adapt, our curriculum so it reflects the needs of all students.
- Have high expectations for all, ensuring lessons are challenging and appropriately scaffolded to support different groups of students through differentiated planning and teaching, especially those who may (sometimes and/or temporarily) find aspects of academic learning difficult.
- Keep up to date with equalities legislation relevant to their work.

We will provide training and guidance on equalities for all staff new to the academy as part of the induction procedure.

7.4 Visitors

All visitors to the academy, including parents are expected to support our commitment to equalities and comply with the duties set out in this policy. We will provide guidance and information in full school drop letters and academy newsletters to enable them to do this.



8. Key Contacts

- Member of the Leadership Team responsible for equalities: Andreanna Akinyemi, Deputy Headteacher.
- Chair of Board of Trustees: Frances Feeney

9. 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.
- We will foster a workplace culture in which individuals are respected, in which diversity is valued and in which employees are encouraged to report any behaviour which causes them concern.
- All decisions relating to staff appointments and promotions will be made on the basis of merit and ability, job needs or other job-related criteria and in compliance with the law.
- All leaders involved in recruitment will adhere to our recruitment and selection policy in relation to all new appointments and promotions. In particular, this means that essential criteria on person specifications will be limited to those requirements which are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking into account any reasonable adjustments that may be required for candidates with a disability.
- The composition of the existing workforce and of applicants for jobs will be monitored and, where problems are identified, the Leadership Team will consider whether appropriate action can be taken to address these.
- We will respect the religious beliefs and practice of all staff and comply with reasonable requests relating to religious observance and practice.
- Where employees seek a variation to a standard working practice, any possible indirectly discriminatory effect of the practice in question will be considered and requests will be refused only where there are sound organisational reasons for doing so, unrelated to any protected characteristic. Reasonable adjustments will be made to standard working practices to overcome barriers caused by disability.
- We will ensure that all staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- The governing body will review on an annual basis the need for training in equal opportunities for leaders and others involved in recruitment or other decisions relating to employment, as well as reviewing the need for training for existing and new employees, volunteers and other workers to help them understand their rights and responsibilities.

Jan Wolfram, Human Resources Manager, leads on recruitment and induction of staff.

10. Disseminating the policy

This Promoting Equality Policy, including the Public Sector Equality Duty (PSED), along with the equality objectives and data, is available on the academy website.



Appendix 1 – Check list for academy staff and Trustees

1. The academy collects information on race, disability and gender with regards to both students and staff e.g. student achievement, attendance, exclusions and staff training and recruitment.
2. This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the academy provides.
3. The academy publishes information to demonstrate purposeful action on the general duties.
4. The academy analyses student achievement in terms of progress and standards for different groups and takes action when the trends or patterns indicate a need.
5. The academy sets equality objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
6. A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
7. The academy ensures that all staff understand and implement the key requirements of the Promoting Equality (including PSED) Policy.
8. The academy ensures that visitors to the academy understand and follow the key requirements of the Promoting Equality (including PSED) Policy.
9. The curriculum includes opportunities for all students to understand and celebrate diversity, and difference. Decolonising the curriculum is designed to provide opportunities for students to celebrate diversity across all subjects.
10. All groups of students are encouraged to participate in academy life and make a positive contribution e.g. through assemblies, extra-curricular opportunities and student leadership opportunities and committees.
11. The academy monitors bullying and harassment of student in terms of difference and diversity (i.e. different groups) and takes prompt action in response to all forms of bullying.
12. Visual displays and multimedia resources reflect the diversity of the academy community.
13. Minority ethnic, disabled and both male and female role models from of vulnerable groups are promoted positively in lessons, displays, discussions and year assemblies.
14. The academy takes part in annual events such as Black History Month, Anti-Bullying Week, International Women's Day and LGBTQ+ History Month to raise awareness of issues around race, disability and gender.
15. The academy environment is increasingly accessible to students, staff and visitors to the academy including ensuring all students and their families have adequate access to IT at home.
16. Open evenings and other events which parents, carers and the community attend, are held in an accessible part of the academy and issues such as language barriers are considered.
17. The accessibility needs of parents, student and staff are considered in the publishing and sending out of information.
18. The Staff and Governing Body is working on increasing the representation of the community it serves and procedures for the election of parent Trustees are open to any candidates and voters who are disabled or are considered to have are protected characteristics.

Appendix 2 – Clapton Girls' Academy Equality Objectives 2020-2024

1. Academy objectives for 2020-2024

A. Eliminate unlawful discrimination, harassment and victimisation

To develop an academy-wide approach to challenging racism, violence against women and promote student awareness of the role of women as agents of change in 21st century society.

What actions will we take?

- i. Develop a programme of opportunities for students to develop their understanding of the causes and forms of violence against women via the PSHCE curriculum, assemblies and academy-wide events, including International Women's Day and sexual harassment awareness.
- ii. Ensure there are opportunities for students and staff to participate in training that will raise self-awareness and promote greater understanding in this area
- iii. Review and address actions on any concerns raised regarding micro-aggressions. Provide a safe space to listen to these concerns and to take action where necessary.
- iv. Ensure that our support of the Halo Code is recognised and promoted with staff and parents. Encourage awareness and education that signifies our commitment to the rejection of hair discrimination.
- v. Ensure a thorough response to the Child Q case review including work with parents and policy review.

B. Advance equality of opportunity between different groups

1. Use PiXL to identify and target groups for specific intervention with a focus on increasing the number of CH, AH and dual heritage Caribbean/African students achieving their expected target grades or better at KS4 and KS5.
2. Address and challenge disproportionality across areas of the academy and create opportunities to focus on improving our understanding of specific groups.
3. Use positive action initiatives based on data, for example SEND and socio-economic information, to address and identify the individual needs of students to ensure that the correct ongoing support is provided to reduce barriers to expected progress.

What action will we take?

- i. Ensure the highest standard of teaching for all students.
- ii. Ensure robust tracking, monitoring and intervention for the specific focus group.
- iii. Develop targeted programmes and opportunities to raise student aspirations and ensure outstanding engagement with learning.
- iv. Ensure training for all staff that focuses on unconscious bias and disproportionality and provide resources that encourage reflection and understanding of the issues relating to specific groups.
- v. Use opportunities within the curriculum to celebrate female role models.



Vi. Monitor the proportion of different groups in classes set by ability and seek to actively redress unbalance when it occurs.

C. Foster good relations between different groups

1. To continue to promote Spiritual, Moral, Social and Cultural (SMSC) development across the curriculum, with particular reference to issues of equality and diversity.
2. To continue to promote awareness of anti-bullying procedures and expectations.
3. To ensure our student Leadership group has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in all of the academy's events, such as Parent Information Evenings.
4. To encourage staff working groups that focus on creating racial literacy, using staff voice and generating ideas to promote good relations between different groups.
5. To use parent feedback to ensure that all communication is clear and accessible to all parents.

What action will we take?

1. To make strategic use of the academy's Twitter feed to record, celebrate and promote our commitment to providing a comprehensive SMSC curriculum to all students.
2. To make strategic use of display to promote SMSC and British Values.
3. To continue developing the role of an academy-wide lead teacher for student leadership and values-based education.
4. To develop the use of staff voice and make strategic use of ideas that contribute to fostering good relationships between different groups.
5. To continue protecting space and time for students and parent listening forums.



Appendix 3 – Clapton Girls' Academy Promoting Inclusion Statement

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'Arrive with a dream. Leave with a future.'